DOCUMENT RESUME

ED 320 230 EA 021 866

AUTHOR Michaud, Pierre; And Others
TITLE Demography and School Enrollment: A Case Study.
INSTITUTION Ontario Inst. for Studies in Education, Toronto.
REPORT NO ISBN-0-7729-4528-4
PUB DATE 88
NOTE 120p.
AVAILABLE FROM MGS Publications Services, 880 Bay St., 5th Floor, Toronto, Ontario M7A 1N8 Canada.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Boards of Education; *Catholic Schools; Economic Factors; Educational Planning; Elementary Secondary Education; *Enrollment Influences; *Enrollment Projections; Foreign Countries; *Measurement Techniques; Qualitative Research; *School Demography; Social Influences; Statistical Analysis
IDENTIFIERS *Ontario

ABSTRACT

In the past few years, political, economic, and social conditions in Ontario have changed rapidly. In some regions unexpected shifts in population have adversely affected school organization, and schools have had to be opened or closed in haste. This study has a twofold aim: to develop a methodology that will enable Ontario school boards to make demographic projections in support of educational planning, especially in regard to language of instruction, denominational character, and the educational needs of various socioeconomic groups; and to apply the methodology specifically to the Stormont, Dundas, and Glengarry County Roman Catholic Separate School Board. Conventional quantitative demographic methodology is complemented by structured interviews to investigate the general socioeconomic circumstances of the region and the decisions that families make in regard to school enrollment. The methodology is then applied to the projection of enrollment in a school board where the three factors (language, religion, and social class) affect attendance rates. This board, which seems to be experiencing enrollment fluctuations, covers both rural and urban areas. It offers what are known as "regular" and "adapted regular" programs to Francophone students, and "core" and 50/50 immersion programs to Anglophone students. The report's four chapters respectively provide an introduction, present the study methodology, illustrate the methodology by applying it to a particular school board, and finally present a summary of demographic observations and a critical review of the approach adopted. (34 references) (MLF)

****
* Reproductions supplied by EDPS are the best that can be made *
* from the original document. *
****

EA 021 866

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

B. M. Hildebrand

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Ontario

DEMOGRAPHY AND SCHOOL ENROLMENT

A Case Study

PIERRE MICHAUD
MONICA HELLER
PIERRE QUIROUETTE

This research project was funded under contract by the Ministry of Education, Ontario.

It reflects the views of the authors and not necessarily those of the Ministry.

Sean Conway, Minister
Bernard J. Shapiro, Deputy Minister

© QUEEN'S PRINTER FOR ONTARIO, 1988

Order information:

MGS Publications Services
880 Bay Street, 5th Floor
Toronto, Ontario
M7A 1N8
(416) 965-6015
(Toll Free) 1-800-268-7540
(Toll Free from area code 807)
Ask operator for Zenith 67200.

Order must be accompanied by a cheque or money order payable to the Treasurer of Ontario.

Contract 1118
ON04872

Canadian Cataloguing in Publication Data

Michaud Pierre.
Demography and school enrolment

Issued also in French under title: La démographie et les inscriptions scolaires.
Bibliography: p.
ISBN 0-7729-4528-4

1. School enrollment—Ontario. 2. Education—Demographic aspects—Ontario. I. Heller, Monica. II. Quirouette, P. III. Ontario. Ministry of Education. IV. Title.

LC70.C36M52 1988 371.2'19'713 C88-099661-7

The technical report, "La démographie et les inscriptions" scolaires, rapport technique, is available only on microfiche, ON04509.

CONTENTS

ACKNOWLEDGEMENTS iv

CHAPTER I 1
INTRODUCTION 1

CHAPTER II 4
METHODOLOGY 4

CHAPTER III 17
APPLICATION OF THE METHODOLOGY 17

CHAPTER IV 78
CONCLUSION 78

APPENDICES 84

ACKNOWLEDGEMENTS

This study was produced with the help of a grant from the Ontario Ministry of Education. We wish to thank the research assistants who worked on the project: Lucie Cayouette-Desjardins, Laurette Lévy, Julie Nolet, and Orane St-Denis. Thanks are due as well to Bernard Courte, Normand Frenette, and Monique Nicole, who assisted in the production of this document. Mention should also be made of the vital contribution and invaluable assistance provided by the Stormont, Dundas and Glengarry County Board of Education, and especially by the Stormont, Dundas and Glengarry County Roman Catholic Separate School Board. Finally, we thank all those who participated in the project: parents, school principals, and representatives of various organizations and agencies. The authors, however, are solely responsible for this report, whose contents do not necessarily reflect the opinions of the ministry or of the school boards, organizations, and individuals who participated in the project.

CHAPTER I

INTRODUCTION

In the past few years, political, economic, and social conditions in Ontario have changed rapidly. In some regions, these changes have produced unexpected shifts in population. Because these movements were not anticipated, they adversely affected school organization and schools had to be opened or closed in haste. To cope with the situation, some school boards are looking for a methodology for making valid projections of future school enrolments. These projections are essential for the smooth planning and development of any educational system.

This study has a twofold aim: to develop a methodology that will enable Ontario school boards to make demographic projections in support of educational planning, especially in regard to language of instruction, denominational character, and the educational needs of various socio-economic groups; and secondly, to apply the methodology specifically to the Stormont, Dundas and Glengarry County Roman Catholic Separate School Board.

Such a methodology is particularly relevant to Ontario as a result of the implementation of Bill 30 (1986) and Bill 75 (1986). Extension of full funding to separate schools and Francophone governance of French-language schools have, indeed, affected educational planning, especially in regions where different linguistic and religious groups live side by side. Moreover, a number of reports have shown that in Ontario as elsewhere, social class is an important factor in academic achievement (ACFO[1], 1985; Churchill et al., 1985; Corrigan and Shamai, 1986). Educational planning must therefore take these three fundamental factors into account in identifying the specific needs of different regions.

The proposed methodology is innovative in that it employs both quantitative and qualitative methods. Conventional quantitative demographic methodology is complemented by two types of qualitative investigation that allow more accurate determination of economic and social factors likely to affect population shifts in a region. This approach also allows better understanding of the interplay among the factors underlying demographic processes and their effects on the educational system. One thus becomes better equipped to understand and interpret purely numerical projections.

This methodology is then applied to the projection of enrolment in a school board where the three factors (language, religion, and social class) affect attendance rates, namely the Stormont, Dundas and Glengarry County Roman Catholic Separate School Board. This board, which seems to be experiencing enrolment fluctuations, covers both rural and urban areas. It offers what are known as "regular" and "adapted regular" programs to Francophone students, and "core" and 50/50 immersion programs to Anglophone students. Furthermore, in some zones of the board, a number of students from the separate sector are enrolled in public schools. This phenomenon reflects a certain change in values that must be understood if one is to plan properly to meet educational needs. In another zone (Marionville), a rural school is shared with two other school boards.

Demographers use a very specific method to produce high-quality data. They observe certain demographic, economic, or social parameters of a target population over time, determine trends, and then try to predict what changes will occur in future. Mathematically speaking, their work involves the study of temporal series. Demographers predictions are estimates whose validity is determined by the quality of the original data. The accuracy of these predictions depends upon the length of the observation period, the size of the sample, and the stability of the parameters for

---

[1] Translator's note: French-Canadian Association of Ontario.

which information is gathered. A demographic projection involving a short time period, a small population, and widely fluctuating parameters will have a larger margin of error than a projection made under optimal conditions.

Demographic studies may also employ qualitative methods of investigation in order to produce a complementary analysis that explains the causes of certain phenomena. However, this approach makes it hard to develop predictions or projections as a function of time and to calculate a probable margin of error, as one can do with conventional methods. We have used qualitative methods to investigate the general socio-economic circumstances of the region and the decisions that families make in regard to school enrolment. Through structured interviews, we have sought to develop explanatory and exploratory material to support and qualify our quantitative analysis. In sum, our approach provides an excellent complement to traditional school demographic studies. It enables one to look more closely at specific situations, as is often necessary for certain schools or certain zones of a board's territory.

In the following chapters, we shall present the methodology as developed, illustrate this methodology by applying it to a particular school board, and finally present a summary of our demographic observations and a critical review of the approach we have adopted.

CHAPTER II

METHODOLOGY

The purpose of this chapter is, firstly, to explain the methodology used in this demographic study and, secondly, to present the school board to which it is applied. Our methodology combines the traditional statistical approach with contemporary sociological techniques, so that one can understand and predict, as accurately as possible, the underlying influences that are likely to affect enrolment in a school board.

2.1 Methodology

The following methodology is designed to be general in scope and applicable to the prediction of enrolment in any school board. The first part of this chapter discusses the objective of the methodology, its basic postulates, the various stages in the process of analysis, and the limitations of this process.

2.1.1 Objective of the Methodology

The objective of the methodology is to enable school boards to predict local enrolments as precisely as possible, in order to support planning that concerns language of instruction or denominational affiliation, in terms of religion, ethnic, and linguistic origin and other characteristics that influence the educational needs of the various groups in the community. This approach to school demography is, in fact, micro-analytical. It can be successively applied to the various school boards that serve the population of a given territory: public school board, separate school board, and possibly a French-language school board as well. It is therefore necessary to make a distinction between the target school board, which is the subject of the study, and the other boards within the same geographic territory. The methodology that we have developed takes into account that, in addition to the target board, other boards occupy a school territory. However, it only allows prediction of enrolments in the target board. The methodology can, of course, be subsequently applied to the other boards.

Although it is designed for making projections within a limited school territory, the methodology cannot ignore the large-scale demographic studies that have been recently produced in Ontario (Ontario Ministry of Education, 1984; Atkinson and Sussman, 1986; Lawton, 1981; Watson and Quazi, 1980). However, these studies, like those of the Department of Finance and of Statistics Canada, identify general trends that are often too broad to satisfy the requirements of local school planning authorities.

For the purposes of this methodology, the territory of a school board is subdivided into *demographic school zones* or more briefly school zones.[2] A demographic school zone contains a group of students who follow a common path. A school zone has a demographic history; it is located on a well-defined territory and provides students for a program or group of programs administered by a single school board. The students of a zone are enrolled in only one school or a few schools.

2.1.2 The Postulates of the Methodology

This methodology is based upon two complementary postulates.

From the *quantitative* point of view, the study postulates (unless otherwise indicated) that the demographic history of a school zone offers the best means of predicting enrolments. This initial postulate of the demographic study makes it possible to analyse the rate of increase (or decrease) of the target populations, to determine the

---

[2] In this study, the terms "zone", "school zone", and "demographic school zone" are used as synonyms.

variability or annual fluctuations of the parameters investigated, and to detect certain trends. The study of demographic history allows the identification of critical school zones, where the rate of growth fluctuates from year to year and/or demographic parameters are not stable. This approach employs statistical techniques, and because the sample is small, it is likely to produce such a large margin of error that it must be complemented by a more adapted approach, of a qualitative type.

From the *qualitative* point of view, the study postulates that numerical data alone are not sufficient to account for situations as complex as demographic changes within a school zone containing students enrolled in different school boards, where there are many interactions among the various groups involved. In a modern society, indeed, many factors may be cited to explain variances from projected trends calculated on the basis of a purely statistical approach. These factors may be economic, social, cultural, or educational in nature. It is thus appropriate to round out quantitative studies with analyses to identify these factors and thereby qualify one's initial projections. This study, then, employs a distinctive methodology and strives to be more comprehensive and effective through the combined use of quantitative and qualitative methods.

To achieve this objective, the researchers developed a two-stage methodology, in which analysis is followed by synthesis. This methodology is described in the following pages.

2.1.3 Stages in the Demographic Study of a Demographic School Zone

2.1.3.1 Stages of Analysis

The detailed analysis of each of the zones that make up a school board is carried out in seven stages. Figure 2.1 below illustrates the logical structure of this process. Each stage in the process is discussed in the following paragraphs.

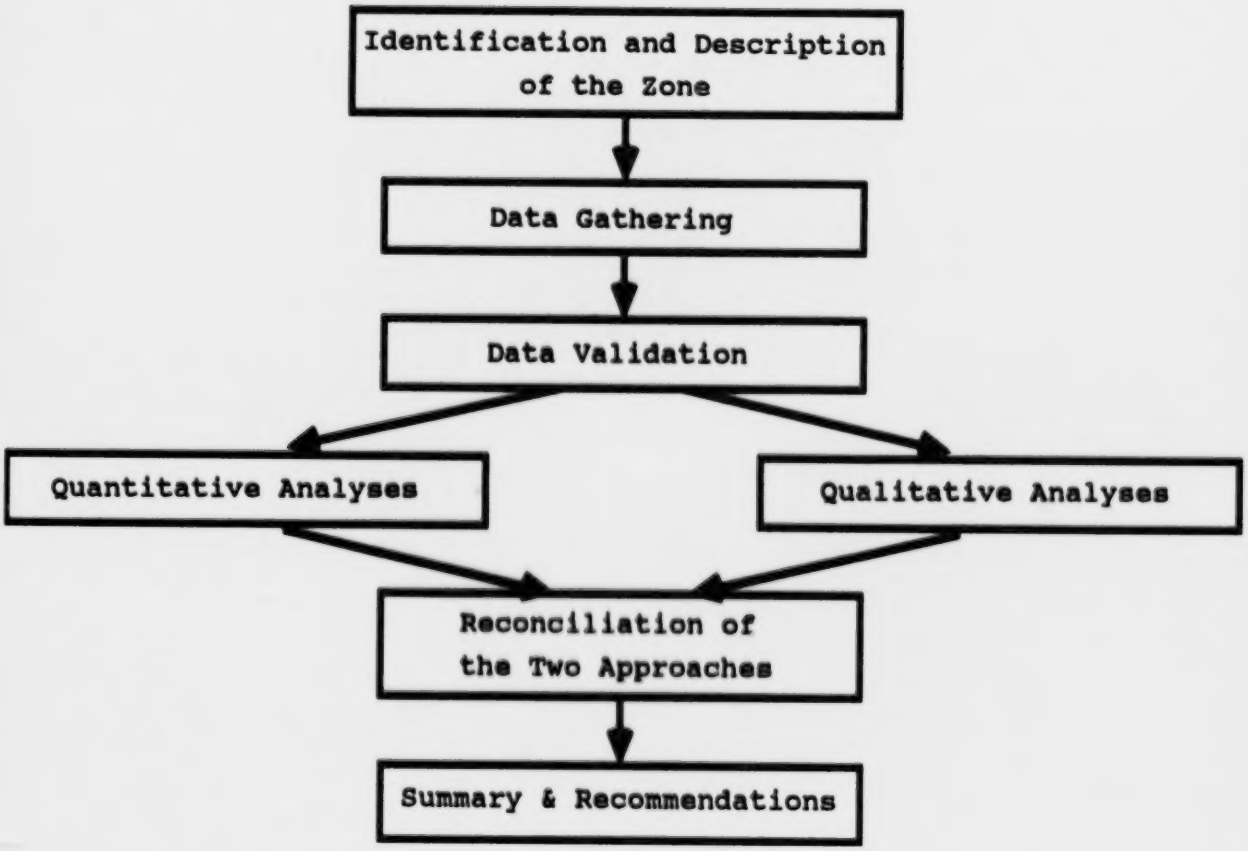
a) **Identification and Description of the Zone.** It is necessary to identify the borders, roads, waterways, and schools of both the target school system and its competitors (public or separate), together with churches and any other significant geographic feature. The description of the zone must also take the economy into account: agricultural, service, industrial, etc.

Almost everywhere in Ontario, the various school boards serve either students enrolled in the Catholic sector or students enrolled in the public sector. Moreover, the school zones of two school boards occupying the same territory are often not identical. This is why the zone has been chosen as the unit of demographic analysis within each school board. A further consequence is that data for a given school board are not transferable within a given geographical territory. Data will be validated, initial projections will be made, and trends will be detected at the level of the school zone, the unit with which school administrators are most commonly concerned.

b) **Data Gathering.** In school demography, school enrolments form a subset of the population in a zone. A clear understanding of changes in enrolment thus requires a careful examination of the demographic characteristics of the population as a whole. Where do people live? What is their income? How much formal education do they have? What language do they speak? What is their religious affiliation? These are the important demographic characteristics . a zone. Close familiarity with the population that patronizes the schools of a zone is important because Ontario's educational system must take the religious and linguistic aspirations of the population into account, and because the socio-economic characteristics of parents seem to have an influence on the academic and professional aspirations of students.

Figure 2.1

Stages in the Analysis of a Demographic School Zone



There are thus several elements in this process of demographic data gathering. *The first element* is concerned with the general demographic history of the zone: population changes over the last few decades, migration (emigration and immigration) within the zone, the economic and educational status of the zone's residents, etc. *The second element* looks at overall changes in the population enrolled in the zone's schools; information is gathered on enrolment at each grade level, for a sufficiently long period of time (e.g., fifteen years) to allow quantitative analysis. *The third element* deals with the absolute number of births or the birth rate in the zone: registered births in the case of the public schools and baptisms in the zone's parishes in the case of Catholic schools. *The fourth element* considers the relationship between changes in the total population of the zone and those among enrolled students: ratio of the total population to total school enrolment, ratio of Catholic population to Catholic school enrolment, etc. Finally, *the fifth element* seeks to detect anomalies in the observed demographic indicators: great variability, quality of data, etc. These anomalies will be considered in discussions with school administrators at the next stage.

c) **Data Validation.** Are the description of the zone and the demographic data gathered accurate? Do the analyses that make up the first two stages of the research correspond to reality? In order to answer these questions, the information collected during the first two stages will be submitted to people working in the community, for their comments and criticisms. In this validation process, zone descriptions and tables of demographic data are assessed by officers of the school board, in order to ensure that this information is valid and that board staff have had an opportunity to express their concerns to the researchers. The data are then corrected in the light of the comments received and of the demographic problems identified by planning officials. These people will also be invited to make a formal statement of their concerns in relation to each zone, so that the researchers can identify appropriate analytical models for making enrolment projections. This phase of the process is obviously of the greatest importance, since it allows validation of data and identification of concerns specific to each of the board's demographic zones.

d) **Quantitative Analysis of Data.** This stage is primarily designed to produce a quantitative analysis of the available data. Depending on needs, various analytical techniques will be used.

Birth Rate Analysis. In a public school board, data on births in the zone will be collected. In a Catholic school board, the record of baptisms in the zone's parishes seems to provide a better indicator of enrolments in junior kindergarten and in Grade 1. The purpose of this analysis is to calculate an enrolment rate that will allow predictions for junior kindergarten and Grade 1 on the basis of the number of births occurring four, five, or six years previously.

Cohort Analysis. This analysis, the most common and the simplest in school demography, consists of projecting enrolments on the basis of the rate of retention of students from one school year to the next. Cohort analysis allows researchers considerable flexibility in choosing the most appropriate retention rate for a given situation (general average, average of the last four, three, or two years, or even the rate deemed to be most probable). It also offers an easy means of correcting disparities in the parameters under study.

Multiple Regression Analysis. Statistical regression analysis makes it possible to follow the development of student cohorts using a linear, increasing curvilinear or decreasing curvilinear mathematical model. It is thus possible to identify the curve that most closely corresponds to a given situation.

Analysis of the Relationship between Total Population and School-age Population. In order to understand and verify consistent elements in the development of school enrolments, the following ratios are successively calculated: total population/school population, Catholic population/Catholic students, French-speaking population/ French-speaking students.

Postal Code Analysis. In urban school zones, postal code analysis will enable researchers to identify the place of origin of students attending various schools.

All these techniques may be qualified by the use of longitudinal methods. In the case of postal code analysis, however, few boards have enough data for longitudinal analysis, which requires that researchers be able to consult data for a number of previous years. These are the data used to establish trends and make projections, and the validity of mathematical models is thus partly dependent upon the quality of data available in the school boards and in the surrounding municipalities.

It should be stressed that the preparation of statistical projections is often a long and tedious business, and that such projections usually provide for a margin of error.

Given the length and number of projections developed for each school zone, they are not all presented in detail in a research report designed to support school planning. Only the most probable hypotheses are retained.

Demographers usually present their results by offering a probable hypothesis, an optimistic hypothesis, and a pessimistic hypothesis. A variance of about 5% per year is usually included, to account for possible error. Over a relatively short period of time, the difference between the optimistic and pessimistic hypotheses becomes considerable, as Figure 2.2 shows.

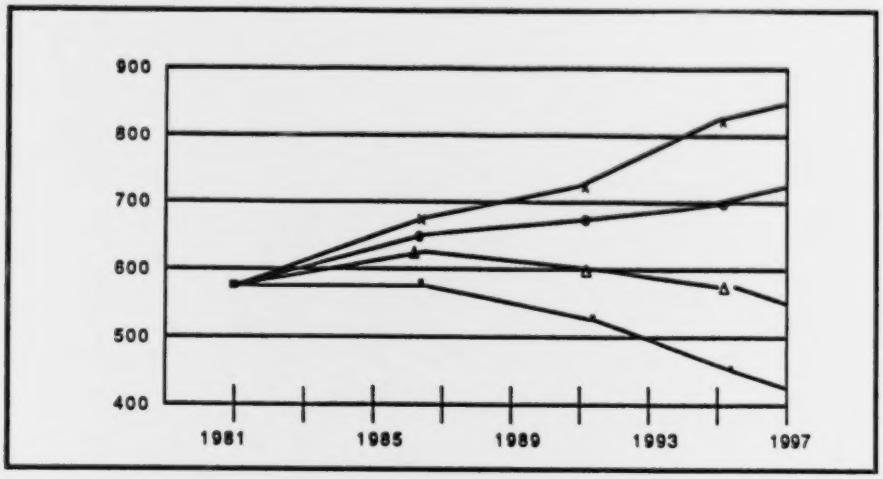
Without claiming to have a more accurate vision of the future or greater skills in projection than statistician-demographers, we shall simply adopt, among the many hypotheses of demographic development obtained through the preceding analysis, those hypotheses that we regard as most probable.

In short, this fourth stage allows initial enrolment projections to be made for each zone of a school board. Because of the length of certain mathematical analyses, these will not all be included in the research report submitted to the board; this report must be simple, since its primary objective is action.

e) **Qualitative Analysis of Data.** The qualitative methodology is designed to attain two objectives. The first aim is to detect the factors that may distort the purely quantitative projections. These factors are usually political or economic in nature and include, for example, municipal development plans, the opening or closing of factories, road construction, or changes in school policy. These are, in short, factors that may influence population movement, families' access to services (including school services), or the types of services offered. These three categories are relevant to the projection of school enrolment in specific programs, since otherwise unpredictable changes in the basic conditions of life in a particular place will affect school demography in ways not necessarily considered in the history of local school enrolments. For example, if the population of a town depends upon an employer who shuts down his or her business, this may result in a loss of enrolment in the schools; or if houses are built in a neighbourhood where services are offered only in French, this may result in the movement of a region's Francophone population from one town or neighbourhood to another. In other words, there can be a direct effect on population movement and thus on school enrolments. On another level, for example, the building of roads in a region can have an impact on the schools that a group of parents chooses, because a

Figure 2.2

Typical Scenario of Demographic Projections



Legend: X = Exceptional growth
O = Prosperous growth
Δ = Best estimate
• = Decline

particular school now becomes accessible. In other words, there can be an effect on school enrolments, although there is no impact on the place of residence of the local inhabitants.

The second objective is to discover the factors that may qualify demographic projections. By this we mean that qualitative analysis can explain certain regular characteristics in school enrolments, or at least reveal certain correlations that can be used as the basis for explanatory hypotheses. For example, qualitative analysis may reveal a correlation between certain socio-demographic characteristics of the school clientele and the type of program or school in which the children are enrolled. It is possible that in a certain place, families with a mixed linguistic background (Francophone/non-Francophone) will choose to enrol their children in immersion programs, while comparable families elsewhere might put their children in French-language schools. Once such a fact is discovered, it is possible to develop hypotheses to explain the phenomenon. It may be that the availability of programs is different in different places, or that families of the same type have differing social aspirations and belong to different social networks. The explanation that is found for this difference may help a school board to refine its policy in regard to the establishment of programs, transportation, etc.

Finally, it is possible to envisage a correlation among the types of programs or schools, the socio-demographic characteristics of the clientele, and the reasons advanced by this clientele to explain its choice of program. Here again, one can arrive at a better understanding of the needs of the clientele and of the factors that

motivate certain demographic trends (and/or are likely to motivate demographic changes).

The two fields of qualitative analysis enable one to place the quantitative information in its economic, political, and social context, and thereby to evaluate its significance. In the following sections, we shall describe in detail the methodology we have adopted to realize the two objectives of qualitative analysis and possible work plans for co-ordinating the two types of analysis.

Qualitative analysis thus includes two levels or fields. The first concerns economic or political factors that may have a direct effect on population movements and/or access of a population to services (and that in turn may indirectly influence the movement of a population or may simply influence that population's choices in regard to school enrolment). The second field concerns the socio-demographic characteristics of the school clientele. The correlation between these characteristics and enrolment in various programs makes it possible to develop hypotheses to explain demographic trends. Finally, it is possible to dig deeper in this field by directly analysing the reasons parents cite to explain their choice of school or program.

Economic and Social Factors

In this section, we shall present the methodology we selected and that we recommend, which enabled us to carry out our qualitative analysis of social and economic factors. Qualitative analysis of the major players in economic and social planning is helpful in developing a general methodology that Ontario's school boards may use to make demographic projections and to conduct parallel explanatory investigations in order to achieve more equitable school planning.

In the investigation that we carried out, this part of the qualitative study, like the demographic component and the second part of the qualitative study, concerns the whole region studied rather than just the large urban sector of Cornwall, though the latter is the major focus of the region's economic and social activity. Given the particular situation of this region, which has already been described, two factors initially guided our efforts. As in other qualitative studies of this type, we first wished to gather information, impressions, and opinions from the principal agents and persons involved in the field of social and economic planning. And since the established bilingualism of this region had already been identified and stressed as an important and determining factor for the client population, we wished to ask these key people questions about the matter. At the beginning of this kind of qualitative investigation, it is important to establish certain specific objectives that can be used to orient the gathering and analysis of data. This information will be presented further on in this report and will constitute the two elements of this stage of our qualitative investigation.

The desired data and information may be collected by means of a questionnaire sent to a large number of people or through the structured interview method, in which a small number of candidates are encountered. Because of the nature of the questions we had to ask and the limitations of this study, we chose the method of structured interviews.

The questionnaire appended to this report was used as a guide in interviews with major employers and with people involved in the region's economic and social development. Interviewers were allowed to choose among the questions presented, in order to collect the relevant information that the interviewees could provide. These interviews are structured because they all employ the same basic questions. In collecting qualitative data, the interviewer must take the expertise and responsibilities of the interviewee into account.

The appended questionnaire contains four sections. Five questions are initially suggested, in order to identify the business or service selected. It is necessary to have, at the outset, a good understanding of the aims and objectives of the clientele and of the type of business or service with which one is dealing. In this type of data gathering, the aim is to obtain a general idea of a service or business, rather than to collect the kind of technical information that would be required in a quantitative data collection operation. The second and third parts of this questionnaire concern the financial position and human resources of the firm or service investigated. As far as human resources are concerned, it is worthwhile to try to establish, if possible, ties between the school sector and the needs of employers; in other words, one should try to determine whether the academic training received by young graduates at the secondary, college, or university level satisfies the requirements of the various employers. The last series of questions deals with the long-term projections and objectives of the selected businesses or services. It is possible that the firms or services in question have established very precise long-term planning. However, if this is not the case, one must use the answers to some of these questions to try to sketch certain long-term objectives that might influence school enrolments in a sector of a region or might be a determining factor in the subsequent hiring of young graduates.

The Clientele of the Schools

As indicated above, analysis of the school clientele may deal with two categories of data: socio-demographic characteristics likely to affect school enrolments, and the reasons that families give to explain their choice of program or school. There are two ways of collecting this information: the written questionnaire and the structured interview (with a semi-structured component).

Each method has its advantages and disadvantages. More families can be covered with a written questionnaire, however, the response rate may be low, especially in certain subgroups. For example, illiterates or anyone who may be in the slightest degree intimidated by this kind of material will not respond. Single-parent families or families where both parents work will have trouble finding the time to answer questionnaires. Moreover, even when a questionnaire has been validated, it is sometimes difficult to understand certain responses, or to know whether these problems of interpretation should be attributed to a lack of clarity in the questions, to unforeseen factors that affect the meaning of the questions, or to some other cause. Interviews require much more work on the part of researchers, and thus limit the number of persons that can be covered. On the other hand, interviews make it easier to ensure that the sample is representative, and also enable researchers to understand more clearly the answers that are obtained. In any case, it must be recognized that both questionnaires and interviews do have a social significance, which may vary from one subgroup to another and affect the data received. We think it essential to validate investigative tools with the various subgroups concerned.

It is possible to combine the two methods. The questionnaires may be very effective in gathering information on such matters as the history of family migrations or children's formal schooling, i.e. facts or data that do not require much explanation. On the other hand, interviews provide greater insight into more complex information, such as patterns of linguistic choice or reasons for school selection.

This methodology requires that a preliminary decision be made regarding two elements: the selection of socio-demographic factors or variables deemed to be relevant, and sampling.

The socio-demographic factors that are relevant will vary according to the characteristics and objectives of the school board in question. Nevertheless, the target board investigated in this study reflects a worthwhile set of factors that are likely to be relevant (although possibly to differing degrees) in other Ontario school boards. We are therefore offering these factors by way of example.

We have included, in an appendix, the French and English versions of the questionnaire used in the pilot study. We shall not examine this questionnaire in detail, but rather discuss the categories of factors we included in it. These are: immigration; languages learned, understood, and used; formal schooling; occupation; and reasons for choice of program. These factors enabled us to deal specifically with the relationships between the clientele of the various sectors of the same school board. In order to deal also with the relationships between the two school boards serving this territory, we would have had to clarify our questions on religion by including a question on conversions.

We selected these factors for the following reasons. Immigration is important, simply so that one can grasp the effect of population movements on enrolment. By raising these subjects in a questionnaire or interview, one can qualify the results of quantitative analysis. In some regions, for example, some immigration seems to have occurred after the last census, and is thus unlikely to be reflected in the quantitative data. Moreover, a number of "new arrivals" are in fact natives of the region, a fact that may affect their expectations and needs in regard to educational (or other) services.

Languages learned, understood, and used represent an important factor because in both school boards of the region, there are several programs that differ in terms of the linguistic instruction they offer. One may therefore suppose that the linguistic knowledge of families and their use of languages may influence the kind of language program in which they enrol their children.

We have also assumed that the formal schooling of parents and children may affect program choice, whether the effects are direct or indirect, positive or negative (for example, parents may send their child to an immersion program because they were unhappy with French-language programs they attended in their youth; or they may send their child to a Catholic school because they also went to this kind of school, etc.). Occupation may affect parents' socio-economic aspirations for their children, and hence their choice of school.

Finally, we asked direct questions about the reasons that determined choice of program or school. We were thus able to establish a connection with previous choices and with other aspects of the experience of families. In particular, this type of question enabled parents to mention factors that the interview may not have touched upon.

Three Scenarios. It is possible to combine the qualitative and quantitative investigations in three different ways.

Scenario 1: The qualitative and quantitative studies are conducted simultaneously for the entire territory and population.

Scenario 2: The qualitative and quantitative investigations take place at the same time, but the qualitative study only covers a limited population sample.

Scenario 3: The quantitative investigation is conducted first, and its results are used to select the sample of regions in which the qualitative investigation will be conducted.

Each scenario meets specific needs, and has its own sampling criteria. The first scenario offers an overview of the territory and of the population, and allows subsequent comparison of the qualitative and quantitative analyses in each of the zones. It thus provides more detailed, in-depth results. However, as far as qualitative investigation is concerned, sampling choices have to be made, especially for the study of the school clientele. Depending upon the number of families and the resources available to the school board, it is possible to survey the whole population by sending out a short form of the questionnaire to all parents and guardians and by using well-known methods to increase the response rate (including stamped return envelopes, telephone calls, sending of reminders, etc.). Otherwise the board must determine whether it will select a sample of families at random or on a representative basis. Here again, one has to decide on the criteria for determining representativeness, in accordance with the needs of the board. Should more emphasis be placed on linguistic characteristics? On socio-economic factors? On religious aspects? And so on. Finally, if a decision is made to sample on a representative basis, it will be necessary to have information on the families that corresponds to the selection criteria.

Even if a questionnaire is sent to all families, it is desirable to include a subsample of families to be covered by interviews where it would be possible to deal with questions that are sometimes difficult to answer by questionnaire (see above). Here again, the selection criteria of the sample must reflect the objectives of the school board.

The second scenario is effective when one already has enough information on the population to be able to proceed immediately with a representative sampling of families and/or regions, or when available resources offer the possibility of conducting interviews in a sample that is random but statistically valid (i.e., large enough). It is also possible to approach the qualitative investigation as a pilot project, in order to identify certain facts or trends that can subsequently be examined in more detail (this is the approach that we have adopted in this case study).

The third scenario is useful primarily when one wishes to use qualitative analysis to verify or qualify the results of quantitative analysis. Such a method would be effective in particularly interesting zones where the quantitative results are not clear and it would be desirable to carry out a more detailed investigation using qualitative methods. In this case, a quantitative approach would suffice for the other zones. The three scenarios thus correspond to the opportunities of which a school board may wish to take advantage, depending upon its needs, its own characteristics and those of its clientele, available resources, and the information that the board likely possesses already. Accordingly, the questionnaires appended to this report may be modified according to need and chosen scenario.

Data Analysis

The two types of qualitative investigation supply data that are more suited to content analysis and other information that also lends itself to quantitative analysis. Responses to the "socio-economic" part of the questionnaire must be analysed thematically. This is also true for responses to the school clientele section, which deals with the motives behind enrolment. However, other response categories in this questionnaire (immigration, knowledge and use of languages, formal education) may be coded and analysed in quantitative terms.

The different types of data allow comparisons at various levels and degrees of complexity: within a group of schools or regions; between types of programs or schools; between data concerning socio-economic status, information on the school clientele and data from the quantitative investigation; and so on.

(f) **Reconciliation of the Approaches.** The aim of the qualitative analysis is to round out the statistical projections that have previously been made and/or to make the necessary selection from them. It is thus logical to have a stage in the process where one reconciles the data obtained through these two methods of analysis in accordance with the scenario selected. For this it is important to prepare the notes and results obtained, and to make the most judicious choices possible in regard to future school enrolments. This stage should allow selection of one or more hypotheses to explain changes in school enrolment for each zone of a school board. One should also be able to develop hypotheses to explain observed demographic trends.

2.1.3.2 Data Synthesis

Every school board is also interested in the overall changes taking place in its enrolments in terms of programs offered, sectors, geographical regions, linguistic groups, etc. It is thus important, following detailed analysis of each school zone, to group the results together in order to allow planning in terms of interest groups. This is why this stage of the study is of great importance.

2.2 The School Board and the Context of the Study

2.2.1 The School Board Investigated

The methodology was applied to projection of school enrolments for the Stormont, Dundas and Glengarry County Roman Catholic Separate School Board. This board is particularly suited for experimentation with the methodology because of its educational, social, and linguistic make-up. Located in the eastern part of Ontario, the board has a high proportion of French-speaking students, covers both rural and urban zones, and offers four different programs of study. In addition, there are some transfers between the separate and public sectors, although this phenomenon was not examined in this research project.

Stormont, Dundas and Glengarry County has a population of about 100,000 people, of whom 46,000 live in the city of Cornwall. There are 59,220 Catholics, who form about 50% of the population. From the linguistic point of view, Francophones represent approximately 26% of the population. The eastern part of the territory has a majority of French-speaking people, while the western part is almost exclusively Anglophone. The population of the city of Cornwall itself is 34% Francophone.

The separate school board offers various programs to meet the needs of this population. It offers two elementary programs (junior kindergarten to Grade 8) to English-speaking students: the core program and the 50/50 immersion program, where students take about 50% of their courses in French. There is a minimum of transfers between these two programs. For its Francophone clientele, the board offers the regular program recommended by the Ontario Ministry of Education and an "adapted regular" program for students who speak little or no French outside school. The "adapted regular" program begins in junior kindergarten and ends in Grade 3, after which students move into the regular program.

The board thus offers all the social, geographic, historical, and educational diversity required to put the methodology to the test.

2.2.2 Source of Data

The data required for this study come from two sources. In the case of the quantitative analyses, all the information needed was available in the records of the

school board and of the Catholic parishes in the territory. Data were available concerning enrolments by school, by program, and by grade level from 1969 to the present and researchers were also able to use a computer file containing addresses of students for the past two years. As far as qualitative investigations are concerned, interviews were carried out with key people involved in the area of planning and services and with a sample of parents whose children are enrolled in the region's public and separate schools (see Chapter 3 for a more detailed discussion of the samples).

2.3 Conclusion

In this chapter, we have sketched the highlights of the quantitative and qualitative methods that may be used to describe the population of a school board in socio-demographic terms and to make projections on this basis. Our indicators must be regarded as an example rather than as a formula, since every school board has its own characteristics and its own needs.

In the following chapter we shall provide, as an example, the results of the investigation that we conducted as a case study in Stormont, Dundas and Glengarry County. We shall present the territories zone by zone, first giving the quantitative results and, where available, the qualitative results as well. We shall then separately offer our analysis of the results of the two phases of the qualitative study in order to present a picture of the kinds of questions or hypotheses that may emerge from this kind of analysis and that may provide material for subsequent studies.

CHAPTER III

APPLICATION OF THE METHODOLOGY

The aim of this chapter is to illustrate the methodology described in the previous chapter by applying it to the projection of enrolments in the Stormont, Dundas and Glengarry County Roman Catholic Separate School Board. In order to make rational decisions regarding school enrolments, educational planners must first analyse the situation that exists in their board and then identify the facts essential to the decision-making process.

As previously mentioned, demographic analysis has two phases: subdivision of the school board territory into school zones; data collection, projections, and complementary qualitative analysis for each of the zones. However, the decision-making process requires moving beyond this first stage of analysis and identifying meaningful information from which to take action.

For each zone, we shall present the results of the quantitative analysis first. For economic reasons, we were unable to conduct a qualitative investigation in every zone. The socio-economic inquiry was only carried out in Cornwall, however, we included agencies whose mandate extends to the region as a whole. In planning our interviews with families, we decided to conduct interviews with a random sample of four or five families in each of the sixteen schools that were representative of the regions and available programs, both in the public and in the separate board (there were 72 interviews in all). It should be noted, however, that this is not a sample of schools that is statistically representative, but rather an estimate based upon hypotheses. In particular, we decided to include enough 50/50 immersion programs and adapted regular programs to verify the hypothesis that these two programs are likely to attract clienteles that are demographically similar, especially in regard to the languages learned, understood, and used by the parents. In Table 3.1, we present the types of schools represented in the sample.

The chapter is thus subdivided into three parts. The first allows us to identify school zones. The second is devoted to the gathering and analysis of data for each zone (the quantitative description is followed, where data is available, by a summary of the results of the qualitative study). The third part of the chapter presents a summary and overview of these various forms of analysis.

3.1 Definition of School Zones

In defining a school zone, planners must consider its particular geographic features: concentrations of population, location of schools, the distances to be travelled, the population served, and that population's ethnic, religious, and socio-economic make-up. They must also take into account the various programs of study offered by the school board.

On the basis of these considerations, the territory of the Stormont, Dundas and Glengarry County Roman Catholic Separate School Board was subdivided into nineteen demographic school zones: six English-speaking rural zones; eight French-speaking rural zones; three English-speaking urban zones; and two French-speaking urban zones. These are described in Table 3.2 and in Figures 3.1, 3.2, 3.3, 3.4, and 3.5. Table 3.2 presents a list of zones, schools, and programs offered, while the following maps show how these zones are distributed over the territory. Figure 3.1 shows the English- speaking rural zones that offer either the core program or the 50/50 immersion program. Figure 3.2 gives the French-speaking rural zones where the regular program is offered, while Figure 3.3 indicates the zones where the adapted regular program is available. Finally, Figures 3.4 and 3.5 describe respectively the English-speaking and French-speaking zones within the City of Cornwall.

Table 3.1

Schools Selected for Interviews, According to Program Offered, Grade Level, and Environment

Type, grade level, environment/program	Core	50/50 Immersion	Regular	Adapted regular
Board: separate Environment: urban	2	2	1	
Board: public School: elementary Environment: urban	1			
Board: separate School: elementary Environment: rural	2	2	2	1
Board: public School: elementary Environment: rural	1			
Board: public School: secondary Environment: urban	1	1		
Board: public School: secondary Environment: rural	1			

Figure 3.1

English-speaking Demographic Zones, Rural Sector

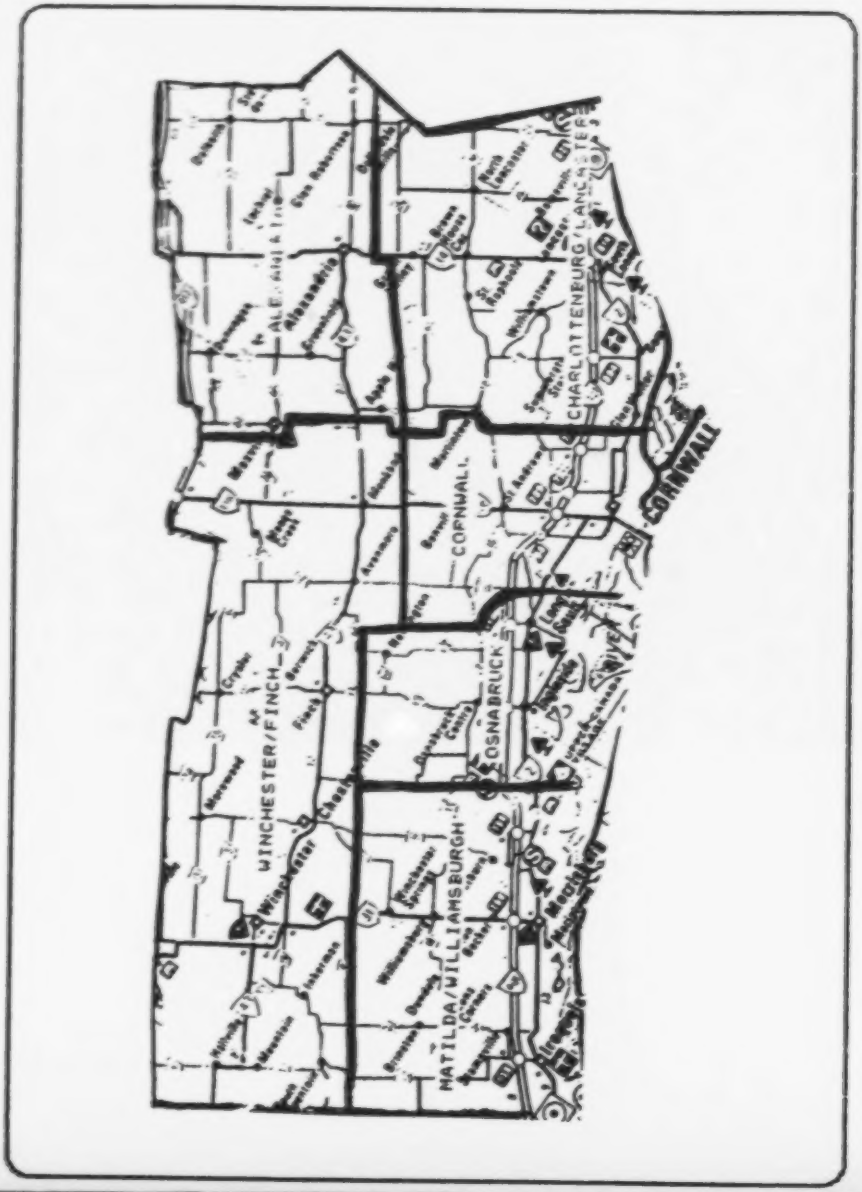


Figure 3.2

French-speaking Demographic Zones, Rural Sector: Regular Program

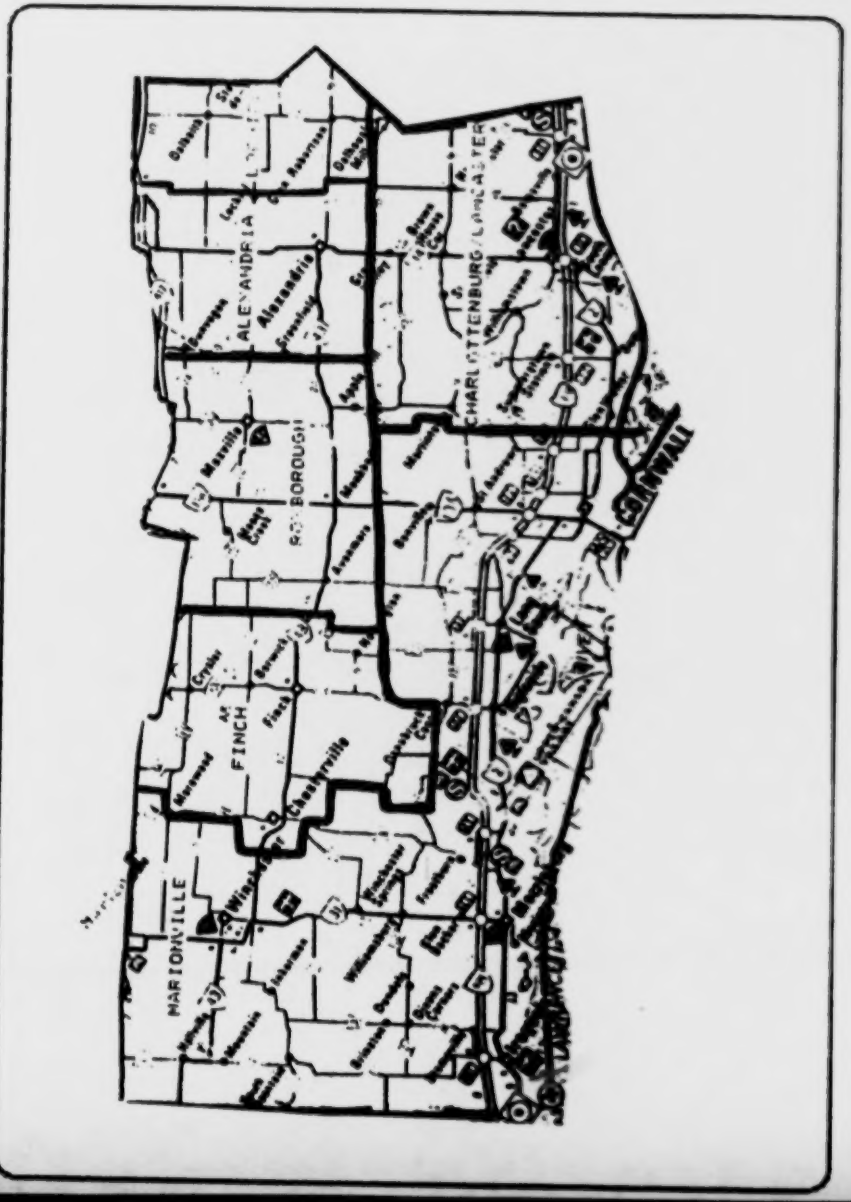


Figure 3.3

French-speaking Demographic Zones, Rural Sector: Adapted Regular Program

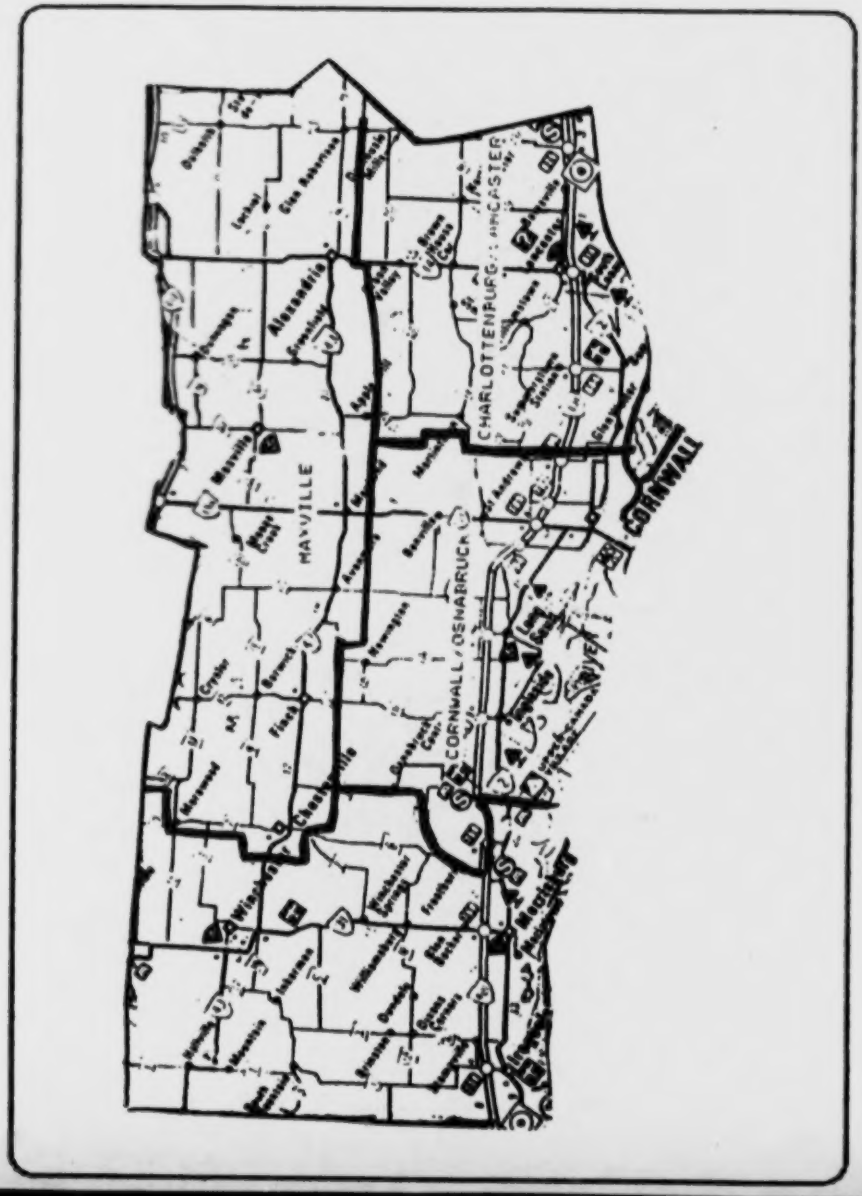


Figure 3.4

English-speaking Demographic Zones, Urban Sector

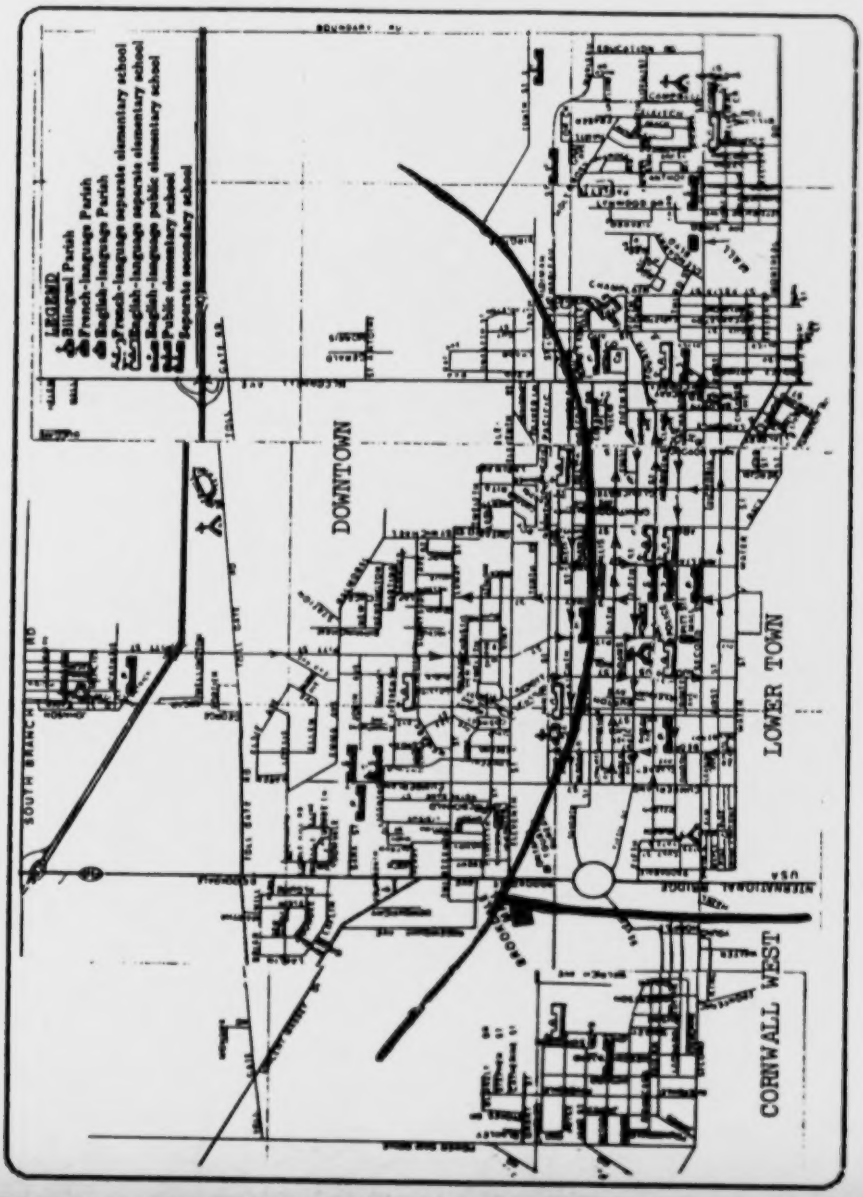


Figure 3.5

French-speaking Demographic Zones, Urban Sector

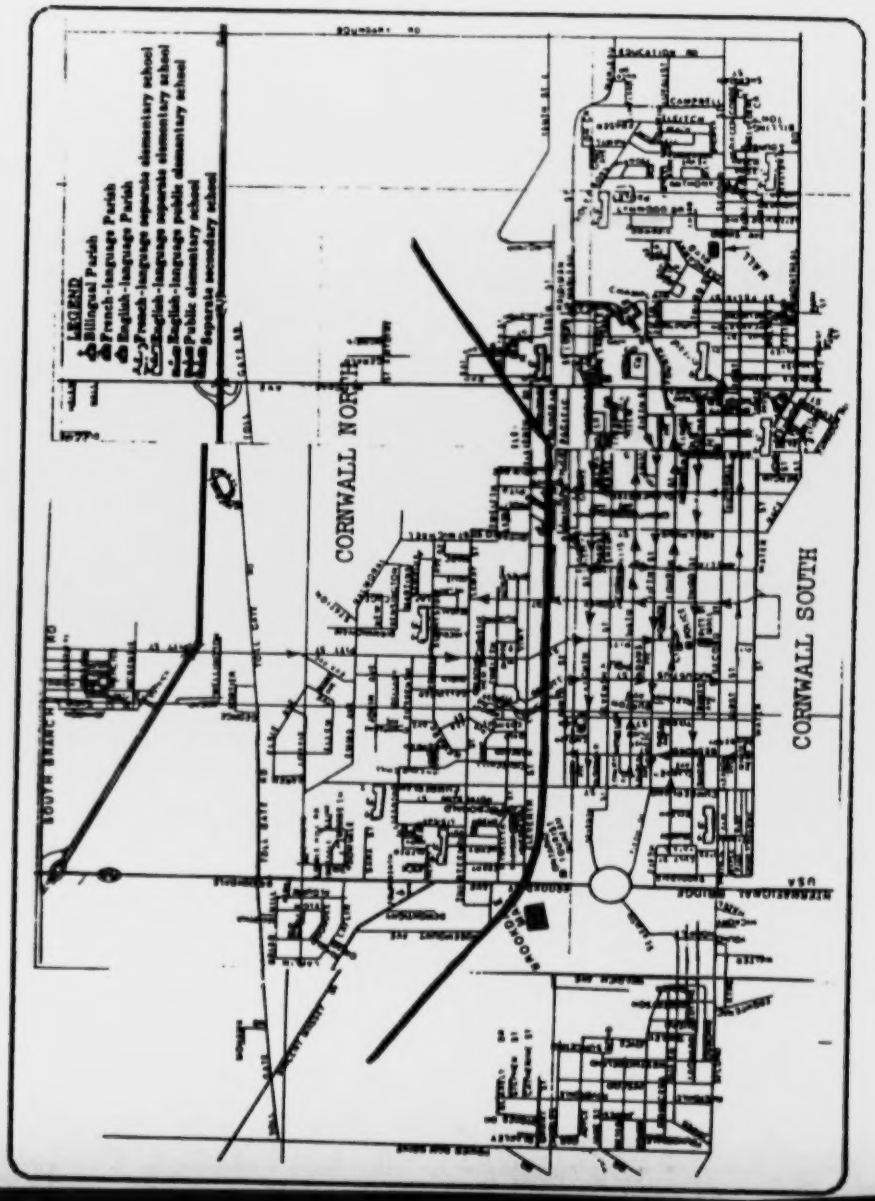


Table 3.2

School Zones of the Stormont, Dundas and Glengarry County
Roman Catholic Separate School Board

Zone	School(s)	Program(s)
English-language rural zones		
1. Winchester/Finch	St. Mary's Chesterville	Core (jk-5)
	St. Bernard's Finch	Core (6-8)
2. Alexandria	The Alexander	Core (jk-8)
	St. Joseph's	Immersion (jk-8)
3. Matilda/ Williamsburgh	St. Mary's, Morrisburg	Core (jk-4)
	St. Cecilia's, Iroquois	Core (5-8)
4. Osnabruck	Our Lady of G.C., Ingleside	Immersion (jk-3)
	St. George's, Long Sault	Immersion (4-6) Core (7-8)
5. Township of Cornwall	St. Andrew's, St. Andrew's W.	Core (jk-8)
6. Charlottenburgh/ Lancaster	Iona Academy, St. Raphael	Immersion (jk-8)
French-language rural zones		
7. Finch	N.-D. du St-Rosaire, Crysler	Regular (jk-8)
8. Alexandria	Perpétuel-Secours,	Regular (jk-3)
	Elda Rouleau	Regular (4-8)
9. Maxville	St-Bernard	Adapted regular (jk-8)
10. Lochiel	Laurier-Carrière	Regular (jk-8)
11. Cornwall/ Osnabruck	Ste-Lucie	Adapted regular (jk-6)
12. Roxborough	La Source, Moose Creek	Adapted regular (jk-8)
13. Marionville	Ste-Thérèse-d'Avila	Regular (jk-8)
14. Charlottenburgh/ Lancaster	Ste-Thérèse, N. Lancaster	Regular (jk-8)
	Ste-Marie, Green Valley	Regular (jk-8)
	St-Joseph, Lancaster	Adapted reg. (jk-8)
	Précieux Sang, Glen Walter	Adapted reg. (jk-8)
English-language urban zones		
15. West	St. Anne's	Core (jk-6)
16. Downtown	Sacred Heart	Core (6-8)
	St. John Bosco	Immersion (2-6)
	St. Paul's	Immersion (jk-1)
17. Lower Town	St. Columban's East	Core (jk-6)
	St. Peter's	Core (jk-6)
	St. Columban's West	Immersion (jk-6)
	Immaculate Conception	Immersion (jk-6)
	Bishop Macdonnell	Immer. & Core (7-8)

Table 3.2 (cont'd)
School Zones of the Stormont, Dundas and Glengarry County
Roman Catholic Separate School Board

French-language urban zones		
18. Cornwall South	Ste-Croix	Reg.& ad. reg. (jk-8)
	Sts-Martyrs-Canadiens	Adapted reg. (jk-8)
	St-Joseph	Adapted reg. (jk-8)
	Nativité	Adapted reg. (jk-8)
	St-François-de-Sales	Adapted reg. (jk-8)
	Marie-Tanguay	Regular (jk-8)
	Jean XXIII	Regular (jk-8)
19. Cornwall North	Ste-Thérèse	Reg.& ad. reg. (jk-5)
	St-Gabriel	Reg.& ad. reg. (jk-6)
	Notre-Dame	Regular (6-8)

3.2 Demographic Analysis of the School Zones

The objectives of the following section are to present a summary description of each of the nineteen demographic school zones of the Stormont, Dundas and Glengarry County Roman Catholic Separate School Board in the order given in Table 3.1, to perform the quantitative and qualitative analyses described in the previous chapter, and finally, to select the most plausible projections of school enrolment for the next seven years (1987-1988 to 1993-1994). As noted in the previous chapter, some mathematical analyses are very long, and for this reason, only a few examples of them will be given, as a complement to the research.

For each of the nineteen demographic school zones, we present a description of the territory, demographic data, interview data, and the most probable projections of school enrolments. We should note that the interview data are not presented exhaustively; we shall only consider information relating to language, immigration, and to choice of school. The data concerning formal schooling will be presented in the form of a summary at the end of the chapter, since no direct relationship between this information and school enrolment was detected. Nor shall any information be offered on the percentage of mixed marriages between Catholics and non-Catholics. Few cases of mixed marriage were identified and in almost all instances, the non-Catholic parent became a Catholic. In certain isolated cases, a parent of Catholic origin was non-practising. Data on occupations will not be discussed, because the quality of this information was not good enough to allow useful analysis (missing or vague information, etc.).

3.2.1 The Winchester/Finch Zone

3.2.1.1 Description

This demographic school zone contains the following townships and villages: Mountain Township, Winchester Township, Finch Township, Roxborough Township, and the villages of Winchester, Chesterville, and Finch.

In this zone, there are two English-language Catholic schools: St. Mary's of Chesterville and St. Bernard's of Finch. The two schools offer the core program. All students follow the same stream, from junior kindergarten (4-year-olds) to Grade 5 at St. Mary's and from Grade 6 to Grade 8 at St. Bernard's. The two schools had a total of 274 students in 1986. There are two English-language Catholic parishes in this territory. Their names are the same as those of the schools, that is St. Mary's of Chesterville and St. Bernard's of Finch. There are also two bilingual Catholic parishes: Notre-Dame-du-St-Rosaire in Crysler and Notre-Dame-des-Anges in Moose Creek. In each of these parishes, there is a French-language Catholic elementary school.

In the same territory, there are ten English-language public elementary schools: Roxmore Public, Inkerman, Nation View, Maple Ridge, Chesterville, Morewood, Winchester, Finch, Berwick, and Elma. These schools had 1,830 students in 1986. There are also two public secondary schools, namely North Dundas Secondary School and Tagwi Secondary School. In 1986, these schools had 827 and 526 students, respectively.

The map in Figure 3.6 describes the territory. On this map are indicated roads, major villages, and public elementary and secondary schools.

3.2.1.2 Demographic Data

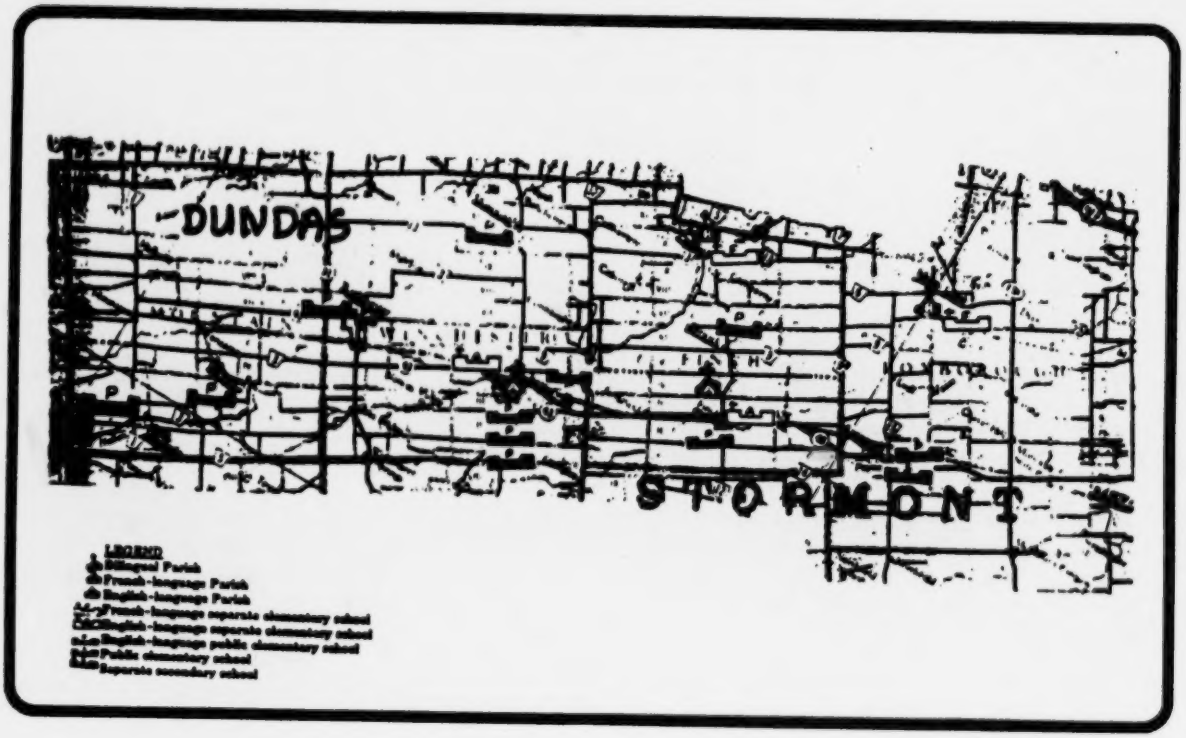
Census figures for 1966, 1971, 1976, 1981, and 1986 indicate a low rate of growth for the zone's population and an examination of parish registers shows that the birth rate has declined slightly in recent years. The migration rate and the Francophone/ Anglophone and Catholic/non-Catholic ratios seem to remain constant from year to year. Our conversations with school authorities would indicate that this demographic zone does not pose any planning problems for the Stormont, Dundas and Glengarry County Roman Catholic Separate School Board. Since 1979, with the exception of one year, enrolments in the schools of St. Mary's and St. Bernard's have undergone only very slight variations. On the basis of the historical relationship between kindergarten enrolments and baptisms five years previously, it seems possible that in the next few years, enrolments in primary school will be about thirty students per class in this zone. However, nothing would suggest that there will be a sufficient increase to justify opening new classes in the zone.

3.2.1.3 Projections

A simple projection of the historical development of student cohorts seems to produce the best estimate of future enrolments in this zone. Table 3.3 gives the most probable figures.

Figure 3.6

Winchester/Finch Demographic Zone



Interviews were conducted in one of the separate schools in this zone that has the core program (in order to ensure anonymity, schools that participated in the qualitative investigation will not be identified). The parents interviewed all had English as a first language except for one parent of Russian origin, and almost all used English in the home or elsewhere, except for one family that spoke French at home. Two families were native to the region, while the others came for the most part from other provinces or even from outside the country. Their arrival dates in the region were 1973, 1982, and 1986 and it is thus possible that recent immigration may have an effect on projections. Most parents had chosen a school for their children on the basis of religion, but would equally have preferred an immersion program.

Table 3.3

Probable Enrolment: Winchester/Finch Demographic School Zone
Core program

Level/ Year	87-88	88-89	89-90	90-91	91-92	92-93	93-94
1	33	30	28	29	37	39	33
2	29	33	30	28	29	37	40
3	37	29	33	30	28	29	38
4	31	39	30	35	31	39	30
5	22	31	39	30	35	31	29
6	27	22	31	38	30	34	31
7	27	24	9	27	34	27	30
8	19	26	23	19	29	33	26
jk-8	254	261	261	272	288	297	289
jk-5	181	189	188	188	198	197	202
6-8	73	72	73	84	90	94	87

3.2.2 The Alexandria Zone

3.2.2.1 Description

The demographic zone of Alexandria contains the following townships and villages: the townships of Kenyon and Lochiel and the villages of Alexandria and Maxville.

In this demographic zone, there are two English-language Catholic elementary schools: The Alexander, which offers the core program, and St. Joseph's School, which offers the 50/50 immersion program.

The zone contains seven Catholic parishes: an English-language parish, St. Finnan's of Alexandria, which also acts as a cathedral for the Catholic dioceses of Alexandria-Cornwall; a French-language parish, Sacré-Coeur d'Alexandria; and five bilingual parishes: St-Alexandre in Lochiel, St-Paul in Dalkeith, St-Martin-de-Tour in Glen Robertson, St-Jacques in Maxville, and Ste-Catherine-de-Sienne in Greenfield.

This territory also has three English-language public elementary schools: Maxville Jr., Maxville Sr., and Laggan. The zone has four French-language Catholic elementary schools: Laurier-Carrière of Glen Robertson, St-Bernard in Maxville, Perpétuel-Secours and Elda-Rouleau of Alexandria. In Alexandria, there is also a public secondary school. This school is divided into two sections, in order to serve both the Francophone and Anglophone populations. Since this region of the county has the lowest proportion of English-speaking Catholic students, they must often travel further afield to attend school. The map given in Figure 3.7 describes the major characteristics of this demographic zone.

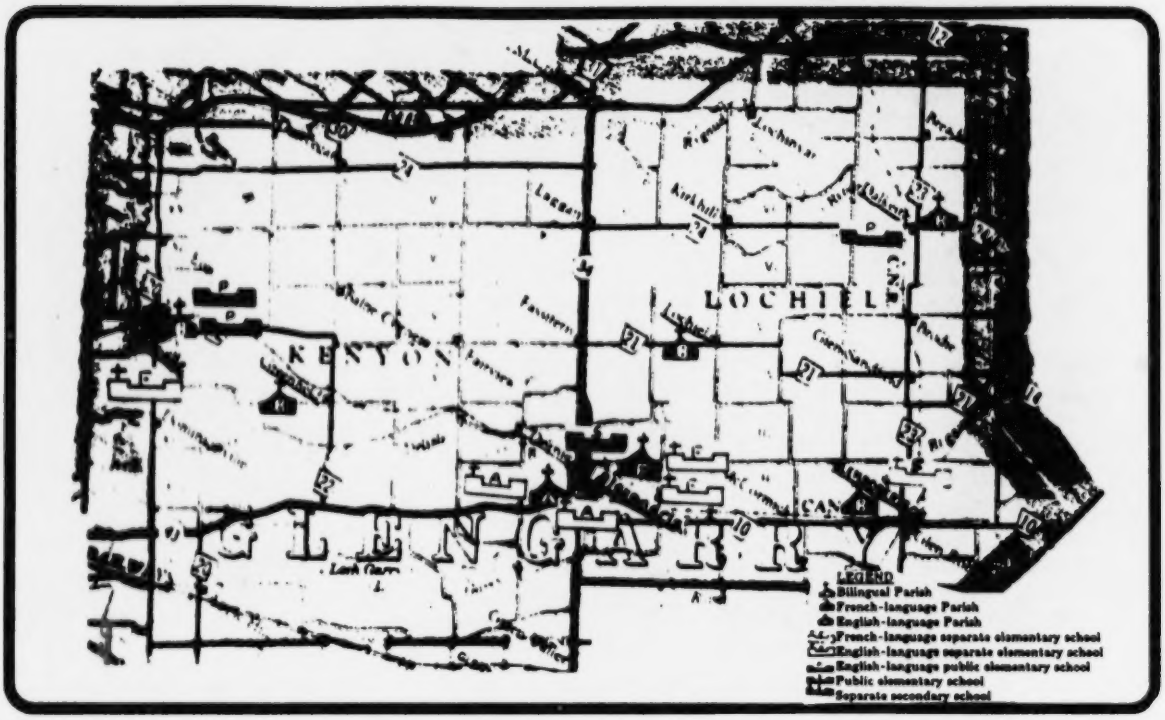
3.2.2.2 Demographic Data

Since 1966, the population of this demographic zone has increased slightly, while the birth rate seems to have remained at the same level. The general picture suggests that in the coming years, enrolment in the two English-language Catholic elementary schools will increase slightly.

It is more difficult to distribute this increase between the core and 50/50 immersion programs. The 50/50 immersion program is very recent since St. Joseph's school only began offering this program in 1985. The immersion program might also attract students who had previously enrolled in the adapted regular program offered by the French-language section of the school board. Given the recent reassignment of enrolments and buildings, it is difficult to predict exactly how students will be divided between these programs, in a school zone that is so diversified.

Figure 3.7

Alexandria Demographic School Zone



3.2.2.3 Projections

For the core and 50/50 immersion programs as a whole, projection of the historical development of student cohorts seems to offer the most effective means of predicting enrolments in the school zone of Alexandria. Table 3.4 indicates the most plausible projection of core program Anglophone Catholic school enrolments for the core program in this zone.

Table 3.4

Probable Enrolment: Alexandria Demographic School Zone
Core Program

Level/ Year	87-88	88-89	89-90	90-91	91-92	92-93	93-94
JK	20	20	20	19	16	19	19
1	7	20	20	20	19	16	19
2	12	7	19	19	19	18	15
3	14	14	8	22	22	22	21
4	16	14	14	8	22	22	22
5	20	19	16	16	9	26	26
6	22	20	18	16	16	9	25
7	32	23	21	19	16	7	17
8	24	32	23	21	19	17	17
jk-8	167	169	159	160	158	166	173
jk-3	53	61	67	80	76	75	74
4-6	58	53	48	40	47	57	73
7-8	56	55	44	40	35	34	26

In the case of the immersion program offered at St. Joseph's School, we do not yet have enough historical data to predict enrolments and transfers from Iona Academy. We can only postulate a slow growth rate for the next few years, of the kind found with most new programs established by school boards.

We conducted interviews in one of the public schools that offer the immersion program in this region. We interviewed two Anglophone families, one family of German origin, and a Francophone family. With the exception of the German family, they all use English almost all the time. Only one parent was a native of the region; the others arrived in 1975, 1981, and 1983. They selected the school because of its proximity, its program, or because they had no choice.

3.2.3 The Matilda/Williamsburgh Zone

3.2.3.1 Description

This demographic zone contains the townships of Matilda and Williamsburgh, and the villages of Iroquois and Morrisburg. The two Catholic elementary schools offer the core program. All students follow the same stream. From junior kindergarten (age 4) to Grade 4, they are enrolled at St. Mary's School in Morrisburg; then from Grade 5 to Grade 8, they attend St. Cecilia's School in Iroquois.

In this demographic zone, there are two Catholic churches. They have the same name as the schools, namely St. Cecilia of Iroquois and St. Mary of Morrisburg. There are also four public elementary schools in this territory, namely the schools of Dixon's Corners, Iroquois, Morrisburg, and Riverside Heights. There is an English-language secondary school, the Seaway Regional Secondary School of Iroquois. Some Francophone students in this zone have already insisted on enrolling in the school at Marionville.

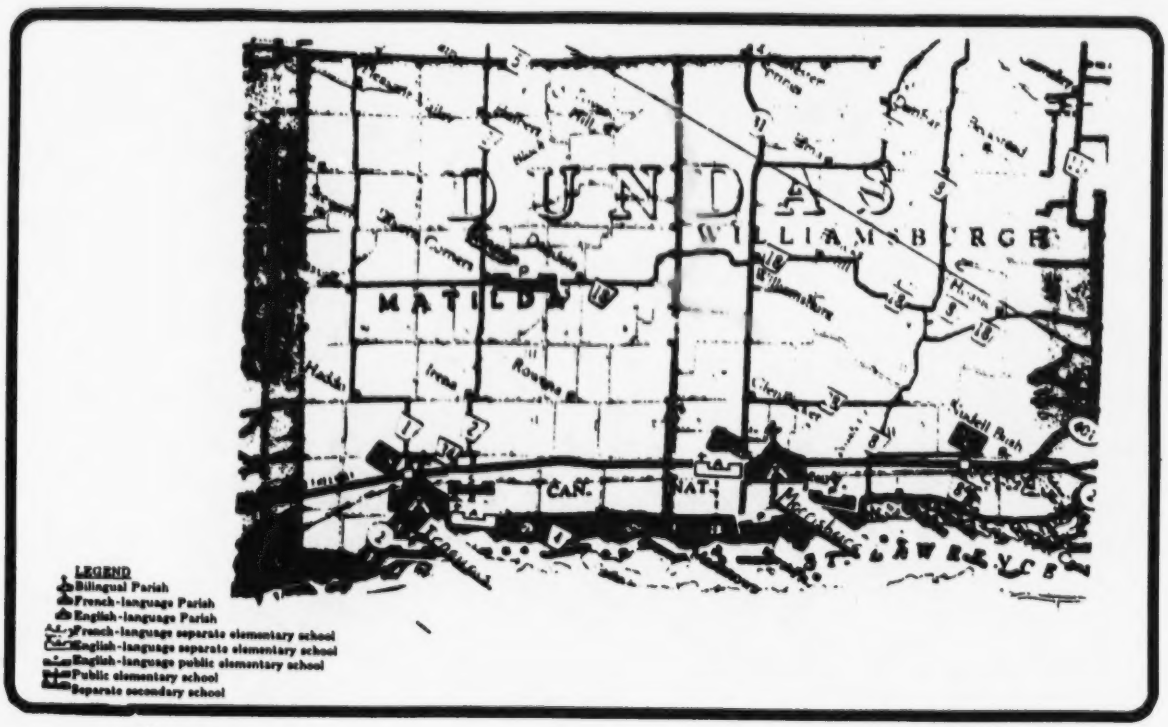
The map in Figure 3.8 shows this demographic zone.

3.2.3.2 Demographic Data

This school zone may be described by stating that the demographic parameters of the population have undergone only very slight fluctuations over the last twenty years. Migration is minimal, the Catholic/public and Anglophone/Francophone ratios are constant, and the birth rate in the two Catholic parishes is almost constant. Moreover, this zone does not seem to pose any school planning problems.

Figure 3.8

Matilda/Williamsburgh Demographic School Zone



3.2.3.3 Projections

As in the case of the previous zones, the projection of the historical retention rate of the various student cohorts seems to be the best way of predicting enrolments in this demographic zone. Table 3.5 indicates the most plausible projections for the Matilda/Williamsburgh zone.

Table 3.5

Probable Enrolment: Matilda/Williamsburgh Demographic School Zone
Core Program

Level/ Year	87-88	88-89	89-90	90-91	91-92	92-93	93-94
JK	22	23	14	17	23	20	20
1	10	22	23	14	17	23	20
2	15	10	21	22	14	17	22
3	17	15	10	22	22	14	17
4	18	16	14	9	20	21	13
5	23	17	15	13	9	19	10
6	15	23	16	15	13	8	18
7	23	14	22	15	14	12	8
8	16	23	14	22	1[illegible]	14	2
jk-8	159	163	149	149	147	148	50
jk-5	82	86	82	84	96	95	92
6-8	77	77	67	65	51	53	58

We conducted interviews with families whose children were enrolled in a separate elementary school offering the core program. Most families were of Anglophone origin; one family had a mixed linguistic background (one Francophone parent and one Anglophone parent). The parents were not natives of the zone itself, but came rather from the general region (for example, Cornwall) or from many other regions of the province. Dates of arrival were 1964, 1977, 1984, and 1986. All families used English only and had chosen the school because of proximity and religion. However, the Francophone parent would have preferred a more French program.

We also conducted interviews with parents whose children were enrolled in a public secondary school (core program). Three Anglophone families were interviewed, their respective origins being the local region, Ottawa, and New Brunswick (arrival dates: 1972, 1979, 1981). We also interviewed an Italian-speaking/Francophone family where the parents were natives of Italy and of Quebec and had arrived in the area in 1977. In all these families, the most commonly employed language is English. The families chose the school because of proximity or because it was the only school available.

3.2.4 The Osnabruck School Zone

3.2.4.1 Description

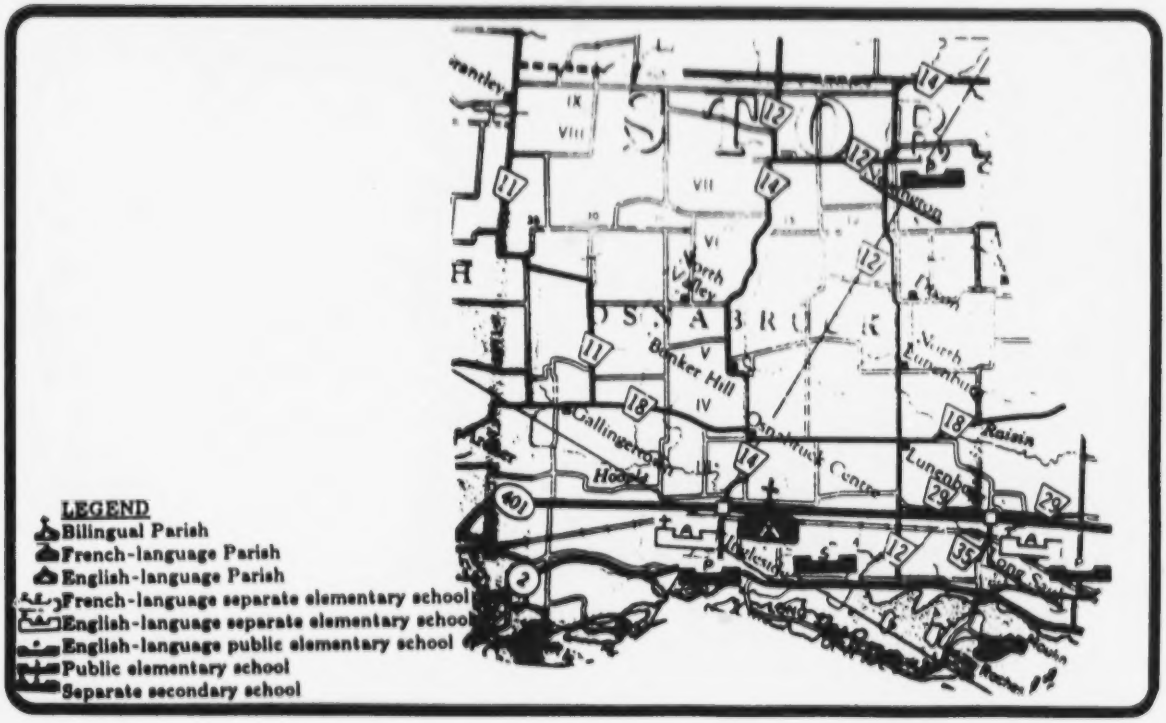
As in the preceding school zone, the 50/50 immersion program is offered by Our Lady of Good Counsel School of Ingleside. St. George's School of Long Sault offers the immersion program up to Grade 6, then the core program up to Grade 8. The two

schools form a single educational entity. Although the transition grade (the year in which students move from one school to the other) has changed over the years, all students begin at Our Lady of Good Counsel and finish in Grade 8 at St. George's. These two schools serve the Catholic population of the township of Osnabruck and of the village of Long Sault and some Catholic families to the west of the township of Cornwall. In this territory, the Catholic population is grouped into a single parish, Our Lady of Grace of Ingleside. French-language students attend Ste-Lucie School in the township of Cornwall. There are three public elementary schools: Newington Public, Rothwell-Osnabruck and Long Sault. Long Sault also has a public high school, the Rothwell-Osnabruck Secondary School.

The map in Figure 3.9 indicates the location of the major institutions of this demographic school zone.

Figure 3.9

Osnabruck Demographic School Zone



3.2.4.2 Demographic Data

The demographic indicators for the zone of Osnabruck do not seem to have varied significantly since 1970. All of these indicators are changing in a predictable, constant manner. Nor do school administrators foresee any events that are likely to influence things in the near future. There was, indeed, a smaller cohort in Grade 5 in 1987-1988, but everything seems to suggest that this was an anomaly that should not recur for at least five years. Nevertheless, the consequence of such a situation could be an undue increase in the variability of the demographic indicators.

3.2.4.3 Projections

A simple projection based upon the historical rate of change of enrolments seems to be the best indicator of enrolments in the near future. However, in order to reduce variances attributable to the above-mentioned cohort of students, we decided to use the average of the retention rates over the last three years, rather than the historical average. A low population growth is predicted for the next seven years in the zone of Osnabruck, as Table 3.6 below indicates.

Table 3.6

Probable Enrolment: Osnabruck Demographic School Zone
50/50 Immersion and Core Programs (Grades 7 and 8)

Level/ Year	87-88	88-89	89-90	90-91	91-92	92-93	93-94
SK	22	17	23	22	17	20	20
1	22	21	16	22	21	16	19
2	29	28	27	21	28	27	21
3	17	30	29	28	21	29	28
4	10	12	21	20	19	15	20
5	16	11	12	21	21	20	5
6	3	16	10	11	20	20	19
7	10	3	14	9	10	19	18
8	12	10	3	14	9	10	19
sk-8	141	148	155	168	166	176	179
sk-5	90	96	95	93	87	92	88
6-8	51	52	60	75	79	84	91

3.2.5 Cornwall Township

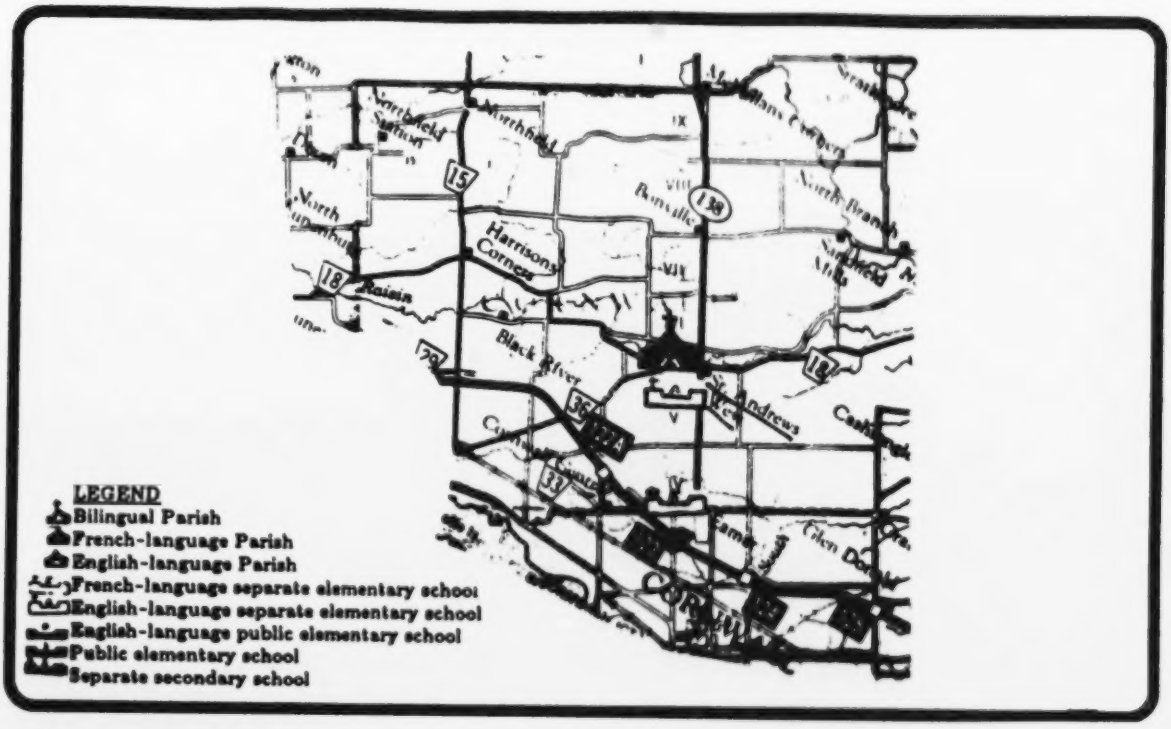
3.2.5.1 Description

This demographic zone corresponds to the township of Cornwall, except that it does not contain the City of Cornwall and the village of Long Sault. In this zone, there is only one Catholic elementary school offering the core program, St. Andrew's. There is also a French-language Catholic elementary school, Ste-Lucie. Students enrolled in the public schools must go to Cornwall. In this territory, there is a Catholic church, St. Andrew's in St. Andrew's West.

Figure 3.10 presents a map of this demographic school zone.

Figure 3.10

Cornwall Township School Zone



3.2.5.2 Demographic Data

This zone, which is located in the suburbs of Cornwall, may be described as experiencing modest growth. Generally speaking, the population and the number of births have gradually but regularly increased since 1970. Despite this slight increase in population, the ratios of Francophones to Anglophones and of Catholics to non-Catholics have remained constant. Since 1970, new enrolments in junior kindergarten have fluctuated between 10 and 20 students, the median being 17.

3.2.5.3 Projections

As in all zones where the demographic parameters are relatively stable, it seems that the projection of enrolments based on the historical development of student cohorts at various grade levels is the best way of predicting future enrolment. In order to reduce the variability, which is considered somewhat great and to ensure greater stability, a decision was made to employ the average of the retention rates of the last three years, rather than the overall average. Table 3.7 shows the projections that seem to be most appropriate for this school zone.

3.2.6 Charlottenburgh/Lancaster Demographic School Zone

3.2.6.1 Description

This school zone includes the townships of Charlottenburgh and Lancaster in Glengarry County. It only has one English-language Catholic elementary school, Iona Academy, which offers a 50/50 immersion program. This territory, which is adjacent to the Quebec border, has four French-language Catholic elementary schools. St-Joseph in Lancaster and Précieux Sang of Glen Walter offer an adapted regular French-language program, while Ste-Thérèse of North Lancaster and Ste-Marie-de-l'Assomption of Green Valley offer a regular program. There are also three English-language public elementary schools, namely Williamstown, Martintown, and Lancaster, and a public secondary school, the Charlottenburgh and Lancaster District High School in Williamstown.

Table 3.7

Probable Enrolment: Demographic School Zone of the Township of Cornwall
Core Program

Level/ Year	87-88	88-89	89-90	90-91	91-92	92-93	93-94
JK	16	28	20	17	29	22	22
1	25	17	30	22	18	32	24
2	30	24	17	29	21	18	30
3	32	29	24	16	29	21	17
4	30	32	29	24	16	29	21
5	30	33	34	32	26	18	31
6	39	32	34	36	33	27	19
7	41	44	36	39	41	38	31
8	31	41	44	36	39	41	38
jk-8	274	280	268	251	252	246	233
1-3	87	70	71	67	68	71	71
4-6	99	97	97	92	75	74	71
6-8	72	85	80	75	80	79	69

The territory includes two English-language Catholic parishes, St. Raphael in St. Raphael West and St Anthony in Apple Hill. There is one French-language parish, Ste-Marie-de-l'Assomption of Green Valley, and six bilingual parishes: St. Margaret in Glennevis, St. Mary in Williamstown, St-Laurent in Curry Hill, St. Joseph in Lancaster, St-Guillaume in Martintown, and Précieux Sang in Glen Walter.

Figure 3.11 presents a map of this demographic school zone.

Figure 3.11

Charlottenburgh/Lancaster Demographic School Zone

3.2.6.2 Demographic Data

In this demographic zone, the majority of the population is French-speaking but, although the demographic indicators are stable, it is difficult to predict what proportion of the Catholic population will enrol its children in 50/50 immersion, adapted regular French-language, or regular French-language programs. (However, the interview data cited below allow us to hypothesize that Anglophone Catholic students will attend immersion programs. For a number of years, Iona Academy has served as an intermediate school for this region of the board, which makes enrolment projections even more difficult.

3.2.6.3 Projections

On the basis of the various mathematical simulations, it can be predicted that, at least in the short-term, school enrolments will remain at their current level. Table 3.8 shows the enrolments that are deemed to be the most probable in the light of these various simulations.

Table 3.8

Probable Enrolment: Demographic School Zone of the Township of Cornwall
50/50 Immersion Program

Level/ Year	87-88	88-89	89-90	90-91	91-92	92-93	93-94
JK	28	23	23	26	27	25	25
1	26	28	23	23	26	27	25
2	31	25	27	22	22	25	26
3	22	29	24	26	21	21	24
4	30	22	30	25	26	22	22
5	34	32	23	31	26	28	23
6	31	34	31	23	31	25	27
7	30	31	34	31	23	31	25
8	25	29	29	33	30	22	30
jk-8	257	253	244	240	232	226	227
1-3	79	82	74	71	69	73	75
4-6	95	88	84	79	83	75	72
7-8	55	60	63	64	53	53	55

Interviews were conducted in a separate elementary school offering the immersion program. We interviewed Anglophone families who almost always used English, except for one parent who sometimes used French as well. The families were native to the immediate region, to Cornwall, and to Montreal (arrival dates: 1970 and 1977). The choice of school was dictated by religion and by the type of program offered.

3.2.7 The Finch Zone

3.2.7.1 Description

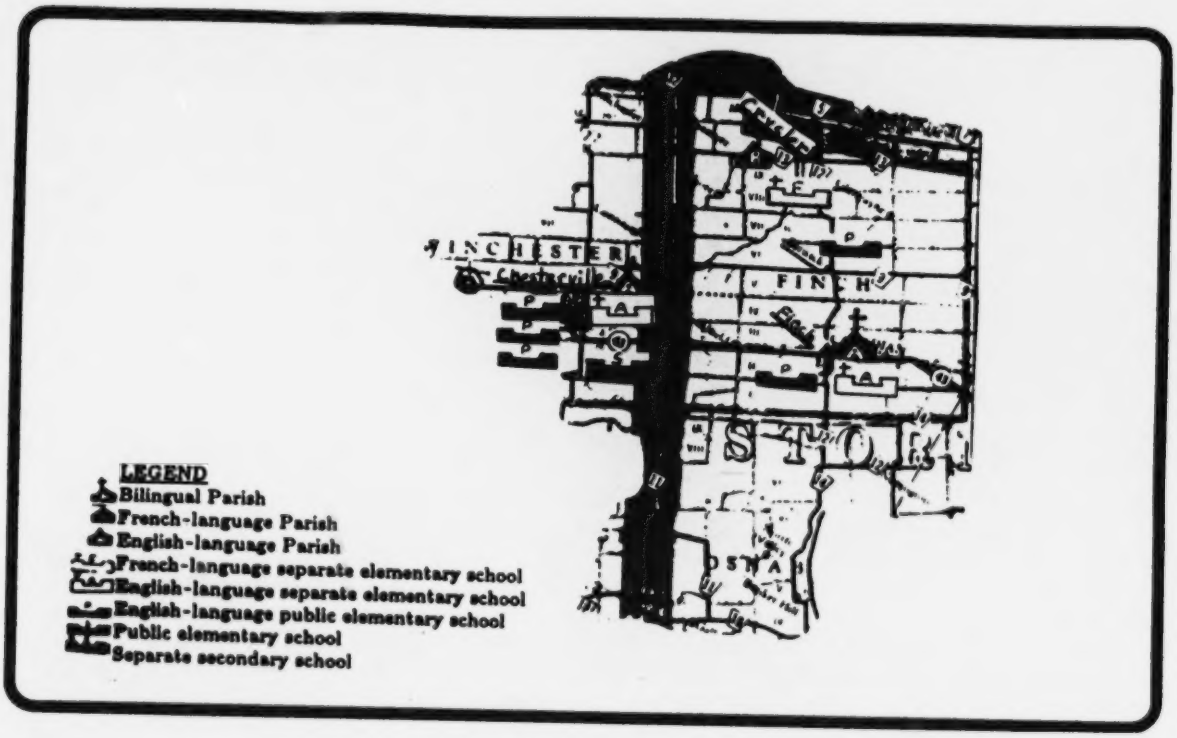
In this zone, which serves the township of Finch and the villages of Finch, Chesterville and environs, there is only one French-language elementary school, Notre-Dame-du-St-Rosaire in Crysler. This school offers the regular French elementary program. In 1987, it had 172 students.

The school zone is also served by a single Catholic church, Notre-Dame-du-St-Rosaire at Crysler. There are two English-language elementary Catholic schools, St. Mary's at Chesterville and St. Bernard's at Finch. There is also a public secondary school, North Dundas Secondary School, and five public elementary schools.

Figure 3.12 indicates the location of the villages, schools, churches, and roads in this zone.

Figure 3.12

Finch Demographic School Zone



3.2.7.2 Demographic Data

From the demographic point of view, the population of this zone has changed very little since 1970. The zone's major demographic parameters have likewise remained constant: Catholic/non-Catholic ratio, Francophone/Anglophone ratio, birth rate, etc. Since 1970, for example, there have been between 10 and 17 births per year in the parish of Notre-Dame-du-St-Rosaire.

3.2.7.3 Projections

Since the Catholic population in this zone is small, projection of changes in Francophone enrolments was based upon the average of the last three years rather than upon the historical average. Table 3.9 presents the most probable projection for this demographic school zone, namely a slight decrease in Francophone school enrolments.

Table 3.9

Probable Enrolment: Demographic School Zone of Finch
Regular French-language Program

Level/ Year	87-88	88-89	89-90	90-91	91-92	92-93	93-94
SK	14	13	13	11	18	14	14
1	15	15	14	14	12	20	15
2	13	15	15	14	14	11	19
3	25	14	15	15	14	14	2
4	13	25	14	15	15	14	14
5	22	13	26	14	16	16	14
6	19	22	13	25	14	15	15
7	8	17	20	11	22	12	14
8	16	8	17	20	12	23	13
sk-8	145	142	147	139	137	39	130
1-3	53	44	44	43	40	45	46
4-6	54	60	53	54	45	45	43
7-8	24	25	37	31	34	35	27

We interviewed parents whose children were enrolled in a separate elementary school offering the regular program. Our sample included three Francophone families, a Francophone/Anglophone family and a Dutch-speaking/Anglophone family. Only two parents were natives of the zone. The others came from the region, from elsewhere in Ontario, from Quebec, or from the Netherlands, and had arrived in 1971, 1975, 1978, 1979, and 1982. Two Francophone families used French primarily in the home and elsewhere; the other families used both French and English. Choice of school was motivated by linguistic reasons (access to French or to French and English) and by religious considerations, because this is the only school in the immediate area. Two phenomena should be noted here: a small amount of immigration and a certain trend towards linguistic transfer (to English). Linguistic transfer may be associated with a number of factors that encourage or force people to use another language (mixed-language marriages, working environment, neighbourhood, etc.), and it may have differing effects upon choice of school or program, depending upon its characteristics.

3.2.8 The Alexandria Zone

3.2.8.1 Description

This zone includes the city of Alexandria and environs, and thus consists of the western two-thirds of the township of Kenyon and the eastern third of the township of Lochiel. In this zone, there is a French-language Catholic church, Sacré-Coeur of Alexandria, and two bilingual churches, St-Alexandre at Lochiel and Ste-Catherine-de-Sienne at Greenfield.

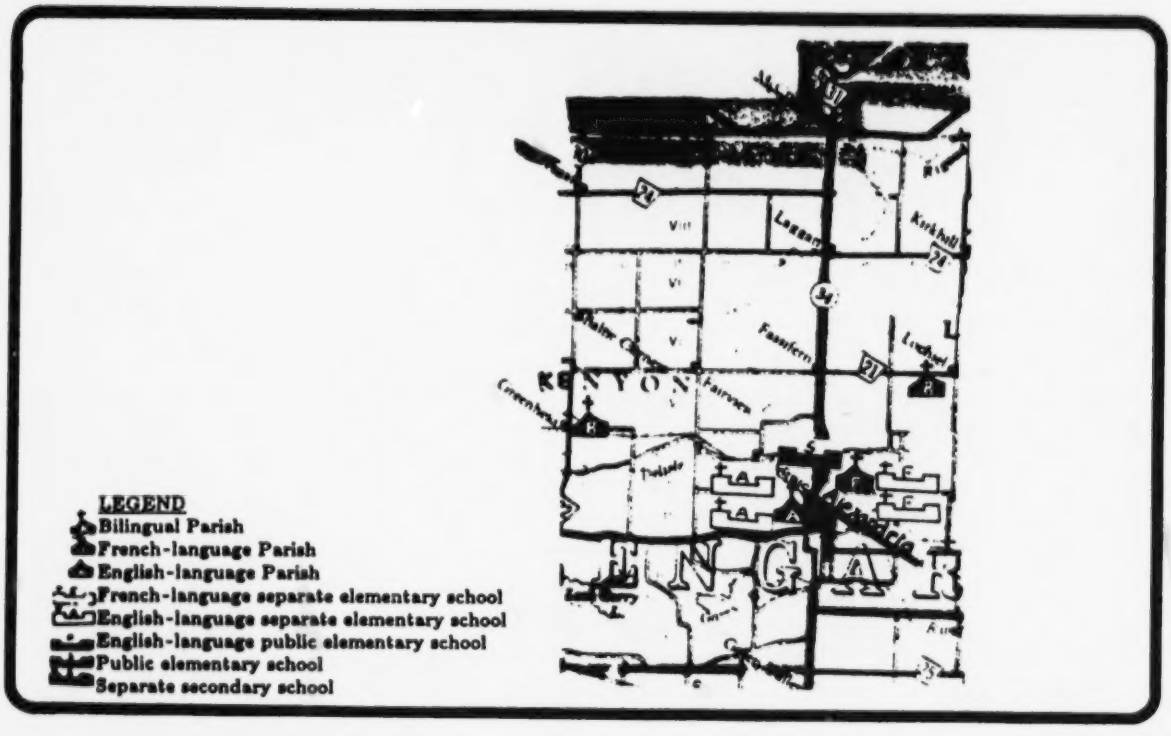
Two French-language elementary schools offer the regular program in this zone. Perpétuel-Secours offers kindergarten and elementary instruction, while Elda-Rouleau offers the junior and intermediate divisions. Francophone students in the zone who wish to take the adapted regular program must go to St-Bernard school in Maxville. The two schools in Alexandria also offer special education programs. St. Joseph School also offered programs in French before being first closed, then assigned to immersion programs.

In this school territory, there are two English-language Catholic elementary schools, The Alexander and St. Joseph's. Finally, there is a public secondary school that has both an English-language and a French-language section, and serves the entire population of the region.

Figure 3.13 presents a map of this school zone.

Figure 3.13

Alexandria Demographic School Zone



3.2.8.2 Demographic Data

As we have noted in discussing the English-language sector, the population of this demographic zone has increased slightly since 1966, while the birth rate seems to have remained more or less constant. Given the historical school demographics of the zone, a slight decrease can be predicted in Francophone enrolments in the two Catholic elementary schools in the years to come.

3.2.8.3 Projections

After examining a number of different mathematical models, we decided that a decreasing curvilinear model would most accurately represent the situation. The information provided by this model is given in Table 3.10.

Table 3.10

Probable Enrolment: Alexandria Demographic School Zone
Regular French-language Program

Level/ Year	87-88	88-89	89-90	90-91	91-92	92-93	93-94
SK	28	27	26	25	25	25	25
1	35	33	32	31	30	30	30
2	34	31	30	29	28	28	28
3	33	30	29	28	28	28	28
4	45	43	41	40	39	38	38
5	48	46	44	43	42	42	41
6	58	57	57	56	55	55	54
7	61	62	63	63	64	65	66
8	58	60	61	62	64	65	66
sk-8	373	359	357	352	350	371	361
1-3	103	94	91	88	86	86	86
4-6	151	143	142	139	136	135	133
7-8	119	122	124	125	128	130	131

Interviews were conducted with parents whose children were enrolled in a separate elementary school offering the regular program. All were Francophone and used French at home and English and French elsewhere. Three families were from the zone or the immediate region, while the others came from neighbouring regions (arrival dates: 1967 and 1976). Choice of school was motivated by lack of other options and by linguistic and religious considerations.

3.2.9 The Maxville Zone

3.2.9.1 Description

St-Bernard elementary school in Maxville offers the adapted regular program to the entire Francophone population in northern Stormont, Dundas and Glengarry County. It thus serves the townships of Kenyon, Finch, Roxborough, and Lochiel and the villages of Maxville, Chesterville, Finch, and Alexandria. The Maxville school is the only one in the whole northern part of the board's territory that offers an adapted regular program. Maxville students who wish to take the regular French-language program must go to La Source school in Moose Creek.

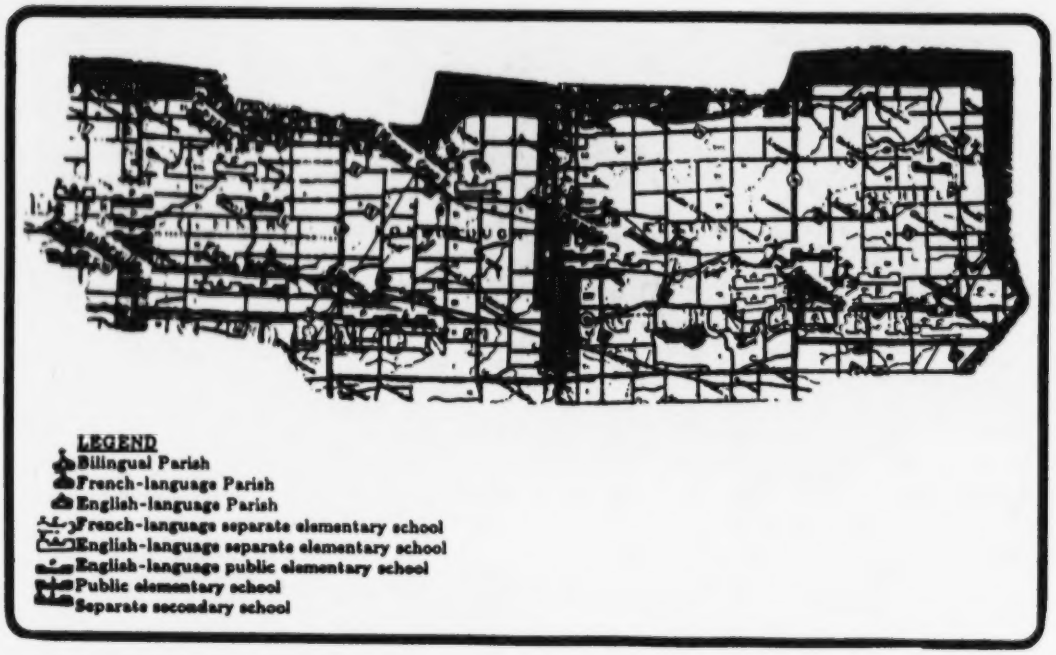
In this school zone, there is one French-language Catholic church, Sacré-Coeur of Alexandria, and seven bilingual Catholic churches: St-Jacques in Maxville, Ste-Catherine-de-Sienne in Greenfield, Notre-Dame-du-Rosaire in Crysler, Notre-Dame-des-Anges in Moose Creek, St-Martin-de-Tour in Glen Robertson, St-Paul in Dalkeith, and St. Alexander in Lochiel.

Because of the size of this territory, it does not seem relevant to list all its public schools. However, it should be mentioned that the public school at Maxville offers an immersion program and that this program may be competing with the adapted regular program offered in the same municipality (as the description of Zone 2 indicates, one Francophone family is participating in the immersion program).

In order to describe this demographic school zone, a map of the northern part of Stormont, Dundas and Glengarry County is presented in Figure 3.14.

Figure 3.14

The Maxville Zone



3.2.9.2 Demographic Data

Since 1966, the population has increased in some municipalities of this school zone, while it has declined in others. The ratios of Catholics to non-Catholics and of Francophones to Anglophones seem to have remained the same during this period. Nevertheless, because of the large number of parishes that contribute students to the adapted regular program and the very small number of students at each grade level, any projection of enrolments is difficult.

3.2.9.3 Projections

All the mathematical models used seem to predict that, in the near future, enrolments will be maintained at their current level. We have therefore opted for a simple model that follows the development of student cohorts. The results of this model are given in Table 3.11.

Table 3.11

Probable Enrolment: Demographic School Zone of Maxville
Adapted Regular French-language Program

Level/ Year	87-88	88-89	89-90	90-91	91-92	92-93	93-94
SK	11	8	8	10	9	9	9
1	12	11	8	8	10	9	9
2	12	11	10	7	7	9	10
3	10	13	11	10	7	7	9
4	5	9	11	0	9	7	7
5	12	5	8	10	9	8	6
6	7	12	5	8	10	9	8
7	7	7	12	5	8	10	9
8	5	7	7	11	5	8	10
sk-8	81	83	80	79	74	76	75
1-3	34	35	29	25	24	25	26
4-6	24	26	24	28	28	24	21
7-8	12	14	19	16	13	18	19

3.2.10 Lochiel Demographic School Zone

3.2.10.1 Description

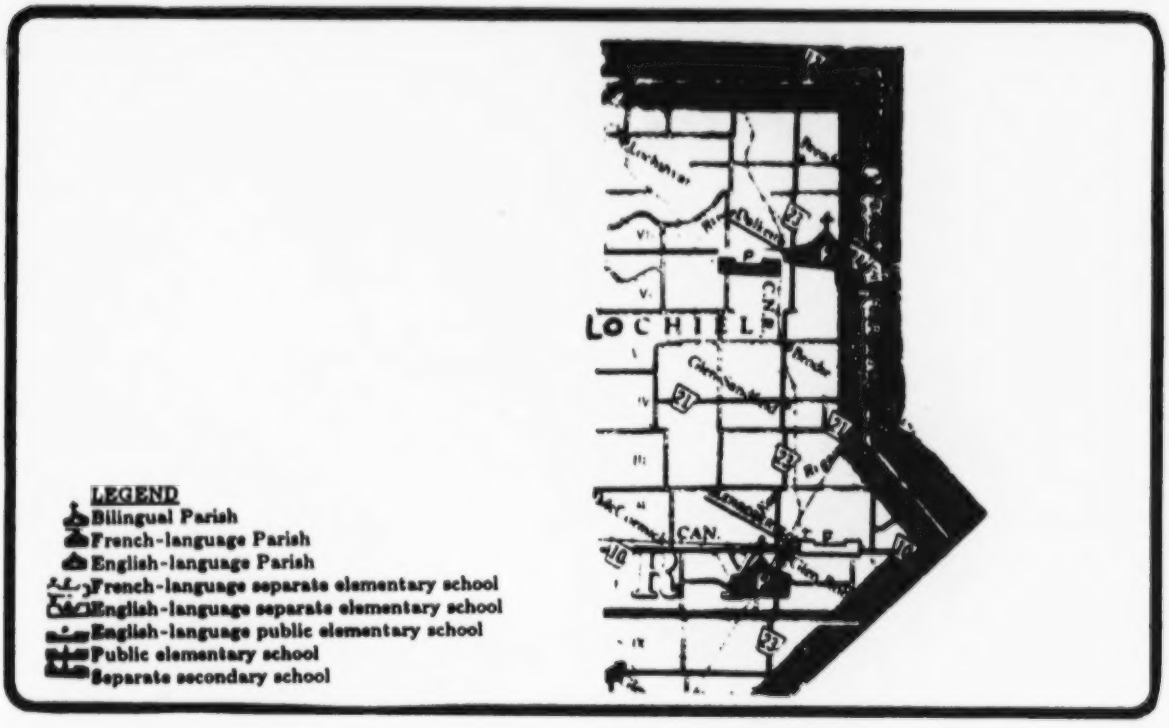
The Laurier-Carrière Catholic elementary school (formerly Notre- Dame-de-l'Assomption) offers the regular French-language program to residents in Lochiel Township. Students in this region who wish to take the adapted regular French-language program must go to St-Bernard school in Maxville.

There are two bilingual Catholic churches in this area, St-Martin- de-Tour at Glen Robertson and St-Paul at Dalkeith. There is an English-language public school at Dalkeith.

The map in Figure 3.15 illustrates the geography of this demographic school zone.

Figure 3.15

Lochiel Demographic School Zone



3.2.10.2 Demographic Data

The majority of the population in the township of Lochiel is Francophone and Catholic. The population has declined slightly since 1970, though the birth rate has apparently remained at the level of 15 to 25 children per year since 1965. Despite this phenomenon, enrolments at the French-language school have declined by about 20% since 1980. However, an increase in enrolment in junior kindergarten and in the primary division of elementary school enables one to predict a slight increase in the coming years.

3.2.10.3 Projections

Given these facts, we have opted for a projection of changes in student cohorts based upon the average retention rate of the last three years. The results of this projection are given in Table 3.12 below.

Table 3.12

Probable Enrolment: Lochiel Demographic School Zone
Regular French-language Program

Level/ Year	87-88	88-89	89-90	90-91	91-92	92-93	93-94
SK	18	22	20	21	16	19	19
1	16	20	24	22	23	18	21
2	20	17	20	25	23	24	18
3	12	19	16	19	24	21	23
4	9	12	18	16	19	23	21
5	18	8	11	16	14	17	20
6	15	16	7	10	15	13	15
7	7	15	16	7	10	15	13
8	12	7	14	16	7	9	14
sk-8	127	136	146	152	151	159	164
1-3	48	56	60	66	70	63	62
4-6	42	36	36	42	48	53	56
7-8	19	22	30	23	17	24	27

3.2.11 The Cornwall/Osnabruck Zone

3.2.11.1 Description

Ste-Lucie school offers the adapted regular program to Francophones in the townships of Cornwall and Osnabruck. This school has taken over the students of Sacré-Coeur school, which closed in 1978. Students living in the northern and northwestern part of the township of Osnabruck who wish to follow the regular program attend the Notre-Dame-du-St-Rosaire school in Crysler, while similarly inclined students in the rest of the zone go to St-Gabriel in Cornwall. All the students in Grade 7 and Grade 8 enrol in the Notre-Dame school in Cornwall.

There are two bilingual Catholic churches on the fringes of this territory: St-Guillaume in Martintown and Christ-Roi in northern Cornwall. There are also two English-language Catholic churches, St. Andrew and Our Lady of Good Counsel at Ingleside. The English-language Catholic schools that serve this zone are St. Andrew's in St. Andrew's West, Our Lady of Good Counsel in Ingleside, and St. George in Long Sault. There are also public elementary schools at Ingleside, Long Sault, and Newington. Finally, there is the Rothwell-Osnabruck Secondary School in Ingleside.

This school zone is illustrated by the map in Figure 3.16.

Figure 3.16

Cornwall/Osnabruck Demographic School Zone

3.2.11.2 Demographic Data

Although the population of the two townships seems to have increased at a constant rate since 1966, the French-speaking population has apparently remained at the same level. In the two bilingual parishes, the birth rate seems to have increased slightly, especially since the early 1980s. However, enrolment in the adapted regular program seems to be declining in this demographic zone. What are the other Francophone students doing? Are they enrolling elsewhere in regular or immersion programs? Classes seem to be getting smaller and smaller.

3.2.11.3 Projections

Various mathematical models were examined and a model of non-linear decrease was chosen as the most plausible. The results of this model are given in Table 3.13.

Table 3.13

Probable Enrolment: Cornwall/Osnabruck Demographic School Zone
Adapted Regular French-language Program

Level/ Year	87-88	88-89	89-90	90-91	91-92	92-93	93-94
SK	14	13	13	12	12	11	11
1	16	17	17	18	18	18	19
2	11	10	9	9	8	8	8
3	7	6	6	6	6	6	6
4	14	13	12	12	11	11	10
5	15	15	15	15	15	15	15
6	9	8	7	7	6	6	6
1-3	34	33	32	33	32	32	33
4-6	38	36	34	34	32	32	31
sk-6	86	87	79	79	76	75	75

3.2.12 The Roxborough Zone

3.2.12.1 Description

This zone includes the township of Roxborough in Stormont County, and the eastern half of the township of Kenyon in Glengarry County. In this zone, there are two bilingual Catholic churches: Notre- Dame-des-Anges in Moose Creek and St-Jacques in Maxville.

In addition to La Source, the French-language elementary school in Moose Creek, there are three English-language public elementary schools: Roxmore Public, Maxville Jr., and Maxville Sr. There is also the Tagwi Secondary School.

The map in Figure 3.17 gives a better idea of this school zone.

3.2.12.2 Demographic Data

The total population has only increased very slightly in this territory over the last twenty years. During this time, the Catholic population has remained more or less at the same level. On the other hand, the French-speaking population has decreased slightly. There has also been much fluctuation in the number of baptisms recorded in the zone's two parishes over the years and in some years there are three times as many baptisms as in others. However, annual enrolments at the La Source school do not seem to fluctuate as much. School administrators have not expressed any specific concerns regarding this zone.

3.2.12.3 Projections

Table 3.14 presents the projections that were considered to be most realistic for the demographic school zone of Roxborough.

Figure 3.17

Roxborough Demographic School Zone

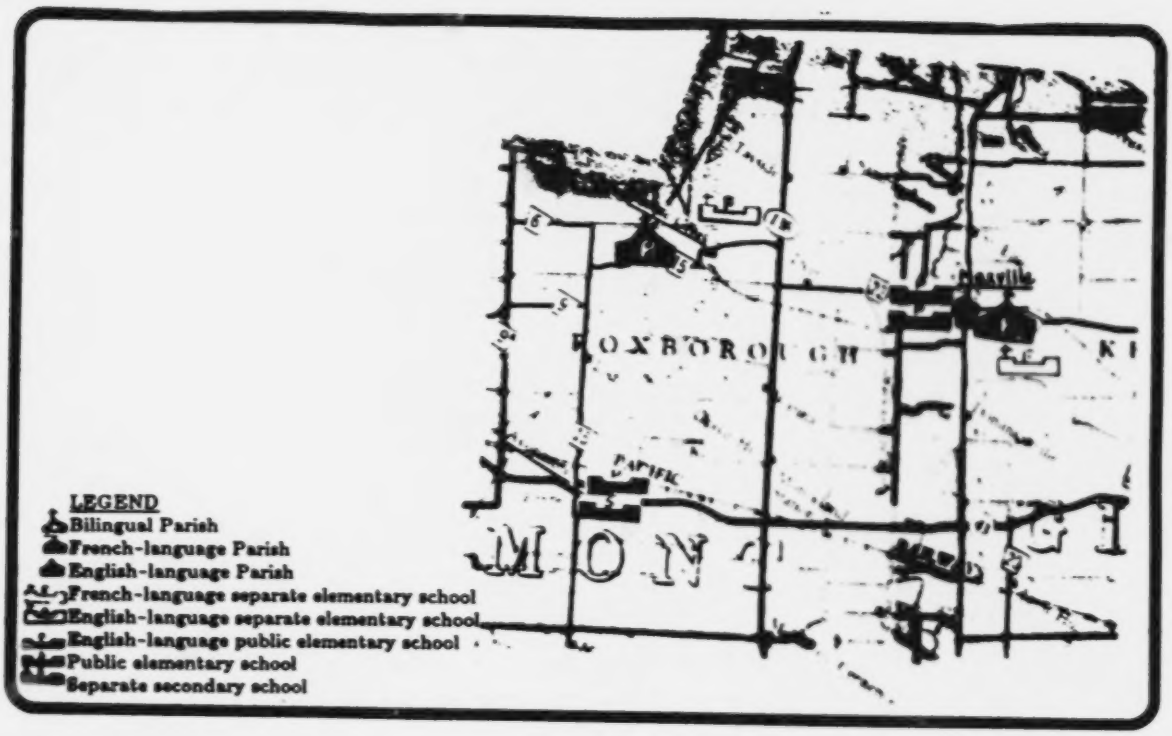


Table 3.14

Probable Enrolment: Roxborough Demographic School Zone
Adapted Regular French-language Program

Level/ Year	87-88	88-89	89-90	90-91	91-92	92-93	93-94
SK	16	15	15	19	13	16	16
1	15	17	16	16	21	14	17
2	11	14	16	15	15	19	13
3	16	11	14	16	15	15	19
4	14	17	12	15	17	16	16
5	17	15	18	13	16	18	17
6	9	15	12	16	11	14	14
7	6	9	14	12	16	11	14
8	12	6	9	13	11	15	10
sk-8	116	119	126	135	135	138	138
1-3	42	42	46	47	51	48	49
4-6	40	47	42	44	44	48	49
7-8	18	15	23	25	27	26	24

3.2.13 The Marionville Zone

3.2.13.1 Description

The Ste-Thérèse-d'Avila school at Marionville is not located in the territory of the Stormont, Dundas and Glengarry County Roman Catholic Separate School Board. It comes under the jurisdiction of the Carleton Roman Catholic Separate School Board, and serves a rural region on the outskirts of Ottawa (greater Ottawa). It also accepts students from the Prescott-Russell Roman Catholic Separate School Board. The school is located on the border between the three school boards, and the Francophone students of Dundas County have been attending it since legislation authorized their transportation by school bus. They previously had to attend English-language schools in their neighbourhood. The Francophones who are taking advantage of this right are inhabitants of the townships of Mountain and Winchester. The few Francophones who live in the townships of Matilda and Williamsburgh, on the other hand, use immersion schools to learn French. At the Ste-Thérèse-d'Avila school, over the past ten years only one Francophone family from the township of Matilda had requested transportation of its two children to the French-language school at Marionville.

The map in Figure 3.19 shows how the Marionville school is situated in relation to the three school boards that send students to it.

3.2.13.2 Demographic Data

It is thought that the Marionville region is becoming a suburb of the National Capital Region and that a number of French-language families that work in Ottawa have moved there. This suspicion is certainly not confirmed by the study of data pertaining to the townships of Mountain and Winchester from 1966 to 1981. The overall population of this zone has only increased very slightly during this period and the French-language population has remained at the same level.

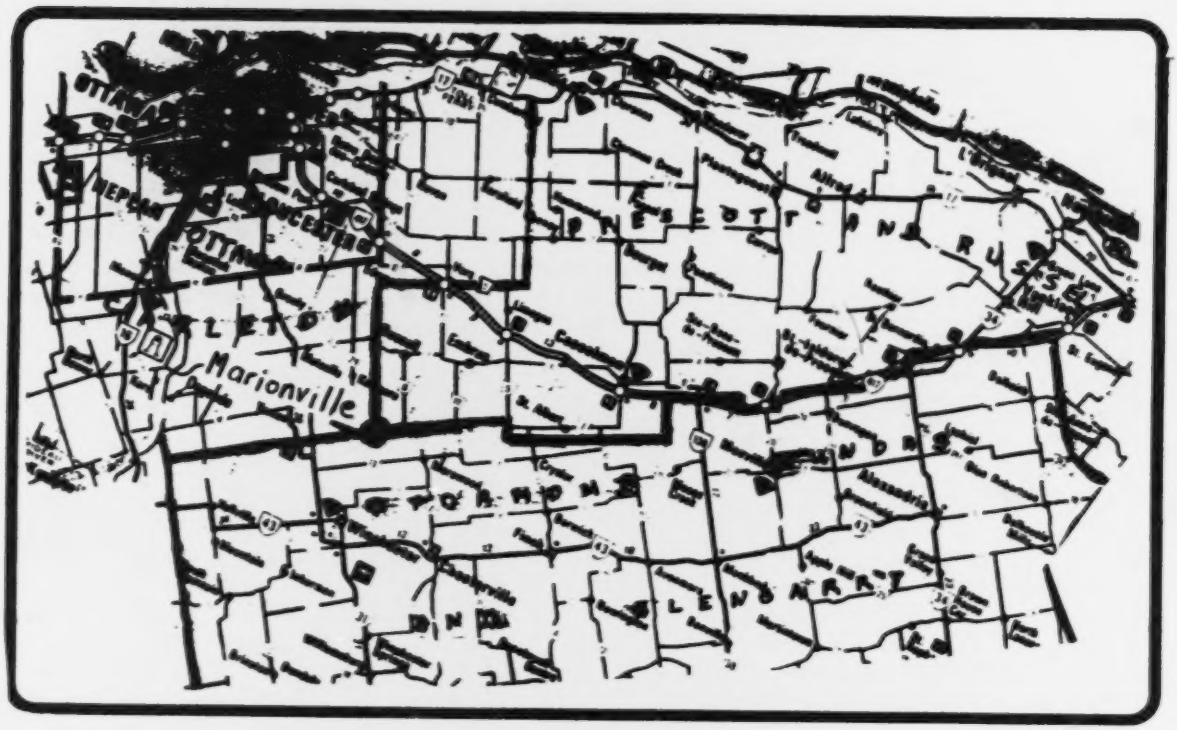
3.2.13.3 Projections

It is difficult to project enrolment based upon such small numbers. All that can be said is that Francophone student enrolment has increased slightly between 1977 (48) and 1986 (75). Distribution of this enrolment from junior kindergarten to Grade 8 gives an average of seven or eight students per class. Moreover, overall enrolment at the Marionville school seems to have remained at a fairly stable level.

As far as the administration of education is concerned, the Marionville school brings together a sufficient number of students to create a viable educational entity. For this reason, unless administrative or political constraints forbid it, the experiment should be continued, at least until a French-language school board is established in the Ottawa-Carleton region.

Figure 3.18

Marionville Demographic School Zone (CERC)



3.2.14 The Charlottenburgh/Lancaster Zone

3.2.14.1 Description

This school zone includes the southern part of Glengarry County, namely the townships of Charlottenburgh and Lancaster. In this zone, two programs are offered in French: the regular program at Ste-Thérèse school in North Lancaster and at Ste-Marie-de-l'Assomption in Green Valley, and the adapted regular program at St- Joseph school in Lancaster and Précieux Sang school in Glen Walter.

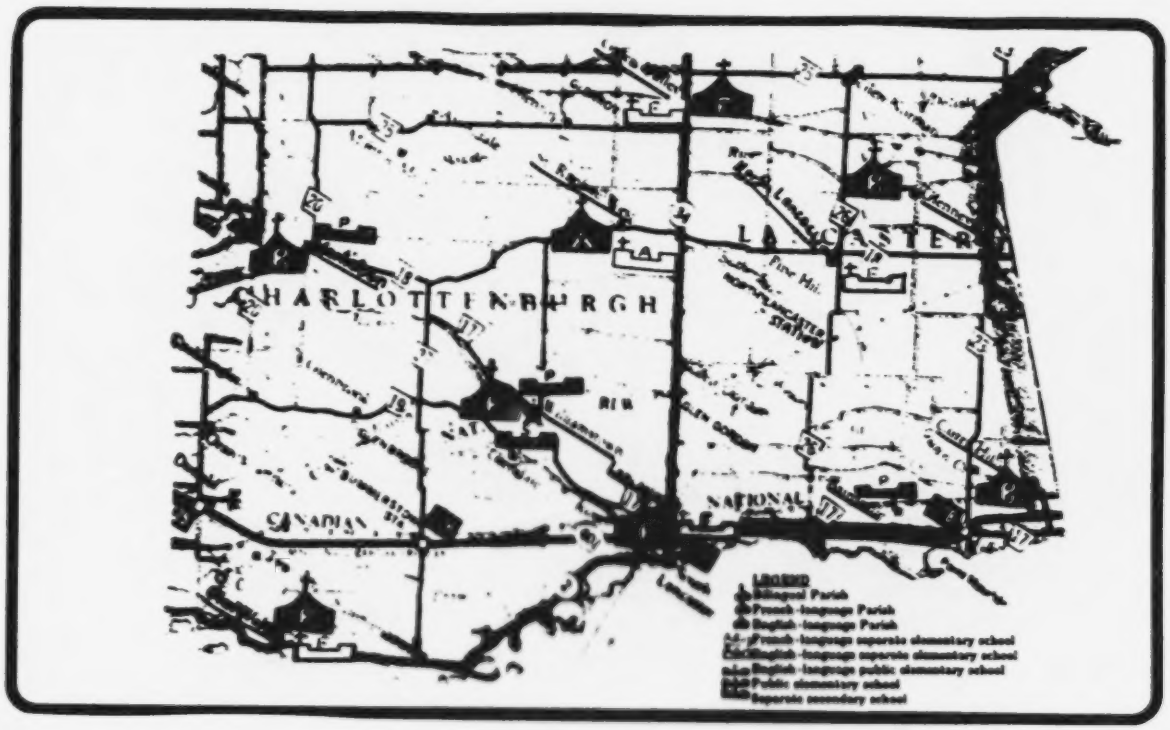
There is a French-language Catholic church in this territory, Ste-Marie-de-l'Assomption in Green Valley. There are also six bilingual Catholic churches: St-Joseph in Lancaster, St-Laurent in Curry Hill, Précieux Sang in Glen Walter, St-Guillaume of Martintown, St. Margaret in Glennevis and St. Mary Parish in Williamstown. There is also an English-language Catholic church in St. Raphael West.

The territory only has one English-language Catholic elementary school, Iona Academy, which offers the 50/50 immersion program. There are also three public elementary schools at Williamstown, Martintown, and Lancaster. There is one public secondary school, the Charlottenburgh and Lancaster Regional Secondary School.

The map in Figure 3.19 indicates the location of these institutions in relation to one another.

Figure 3.19

Charlottenburgh/Lancaster Demographic School Zone



3.2.14.2 Demographic Data

With the exception of the township of Charlottenburgh, this region has experienced slight population decreases since 1966. During this period, the ratios of Francophones to Anglophones and of Catholics to non-Catholics seem to have remained the same. On average, the total number of births in the different Catholic parishes of this zone seems to be as high as it was twenty years ago, although this parameter varies greatly from year to year.

3.2.14.3 Projections

Enrolments in the adapted regular program seem to have increased slightly since 1980. It would seem that they will stabilize in the future, since the immersion programs are now well established. Moreover, enrolments in the regular program seem to have varied very little in this demographic zone for a number of years. For both regular and adapted regular French-language programs, it seems that a simple projection using the historical rate of retention produces the best possible estimate of enrolments for the next seven years. These data are presented in Tables 3.15 and 3.16.

Table 3.15

Probable Enrolment: Charlottenburgh/Lancaster Demographic School Zone
Adapted Regular French-language Program

Level/ Year	87-88	88-89	89-90	90-91	91-92	92-93	93-94
SK	30	25	26	32	32	29	29
1	31	30	25	26	32	32	29
2	32	30	29	24	25	30	30
3	26	32	30	29	24	25	31
4	20	25	31	28	28	23	24
5	26	19	24	30	27	26	22
6	27	24	18	22	28	26	25
7	19	24	21	16	20	24	22
8	16	21	25	23	17	21	26
sk-8	227	230	229	230	233	236	238
1-3	89	92	84	79	81	87	90
4-6	73	68	73	80	83	75	71
7-8	35	45	46	39	37	45	48

Table 3.16

Probable Enrolment: Charlottenburgh/Lancaster Demographic School Zone
Regular French-language Program

Level/ Year	87-88	88-89	89-90	90-91	91-92	92-93	93-94
SK	34	29	29	37	36	33	33
1	30	31	26	26	33	32	30
2	28	32	32	28	28	35	34
3	43	30	34	35	30	30	38
4	26	42	29	33	34	29	29
5	38	27	43	29	34	35	30
6	37	38	27	43	30	34	35
7	38	36	38	27	43	30	34
8	30	32	39	36	38	27	43
sk-8	306	304	294	296	295	301	293
1-3	101	93	92	89	91	97	102
4-6	101	107	99	105	98	98	94
7-8	70	75	74	65	70	73	64

Interviews were conducted with five families whose children were enrolled in a separate elementary school offering the adapted regular program. Four of these families had a mixed linguistic background (Francophone/Anglophone) and the fifth was Francophone. Mixed marriages may thus have a considerable influence on the rate of linguistic transfer from French to English in this zone and hence on the selection of the adapted regular program. The parents we interviewed all used English more frequently than French. They were natives of the region, of other areas in Ontario or

of Quebec (arrival dates: 1963, 1974, and 1975; one parent native to the region had left it and returned in 1983). They chose the school because it was the only school available, because their children did not speak French well enough to attend the regular program, for the quality of instruction offered, because of proximity, because of religion, and in order to have instruction in French.

3.2.15 Cornwall West

3.2.15.1 Description

All the urban zones of the Stormont, Dundas and Glengarry County Roman Catholic Separate School Board are in Cornwall, an industrial town with a population of about 46,000, located on the St. Lawrence Seaway 110 kilometers upstream from Montreal. Cornwall's economy depends upon manufacturing, especially wood processing, and the production of textiles and chemicals. It is also a centre for some federal services and is the headquarters of the St. Lawrence Seaway.

Cornwall is the seat of the township of Stormont and also the centre of the three united counties of Stormont, Dundas and Glengarry, whose combined population is about 100,000. The city celebrated its bicentenary in 1984.

Cornwall may be described as one of Ontario's bilingual cities. Approximately 35% of the population is of Francophone origin. Cornwall is subdivided into five municipal wards: Riverdale in the western part of the city; Lower Town south of the railway tracks; Downtown north of the railway tracks; Cornwall East, to the east of Marlborough Street; and Eamer's Corners to the north of the MacDonald-Cartier highway. As in many municipalities of this size, there is no correspondence among school zones, municipal wards, postal zones, or national census areas. It was thus necessary to redefine functional zones for the purposes of the study. This division of Cornwall into functional school zones also enabled the researchers to identify the place of origin of students, as they had done for the rural school zones. Finally, this approach made it possible to identify students from each area of the city enrolled at each grade level, either in French-language or English-language programs, by means of the postal codes contained in the students' school records. For the 1986-1987 and 1987-1988 school years, it is thus possible to inquire into the uses to which school buildings in the City of Cornwall were put.

For the English-language sector, the city was divided into three demographic school zones, with due regard for the location of the schools and the borders of the municipal wards. The zone of Cornwall West corresponds to the Riverdale ward, the zone of Cornwall Lower Town to the Lower Town and Cornwall East wards, and the zone of Cornwall Downtown to the Downtown and Eamer's Corners wards. Although some schools are located on the boundaries between municipal wards, it seemed that any other division of the school territory would have led to confusion, because the wards were so well-known.

All the elementary schools of the English-language sector offer the primary and junior divisions of study. There is only one intermediate division Catholic school in the city, Bishop Macdonnell.

The map in Figure 3.4 illustrates the overlap between the English-language school zones and the municipal wards.

The school zone of Cornwall West is located to the west of the international bridge and corresponds to the municipal ward of Riverdale. This is a residential area and in this zone there is only one school, St. Anne's, which offers the immersion program.

Up to 1985, the Catholic separate school board also offered French- language programs in the western part of Cornwall. In 1985, there were 46 Francophone and 81 Anglophone elementary-level students enrolled in the 50/50 immersion program who came from this part of the city. For this reason, a decision was made to terminate the French-language program. In 1986, the redefinition of school zones made it possible to attract a total of 106 students to the immersion program and to enrol the Francophone students of this zone in the St-François-de-Sales school.

This zone only has one public elementary school, Viscount Alexander, which offers the Voix et Images de France (V.I.F.) immersion program.

The municipality of Cornwall anticipates a slight increase in residential construction in the Riverdale area in the years ahead.

3.2.15.2 **Demographic Data**

From 1980 to 1985, the number of students enrolled at each grade level remained relatively stable. Displacement of the boundaries of the zone in 1985 resulted in an enrolment increase of 25% in the 50/50 immersion program. Given the short space of time that had elapsed since the reorganization, we could do no more than postulate that this trend will continue in the coming years.

However, analysis of the place of origin of students enrolled in core, 50/50 immersion, French-language regular or adapted regular programs revealed that there are more Francophone Catholic students than Anglophone Catholic students at the elementary level who come from the western school zone of Cornwall. This information was obtained through a computer search of the student address files. Table 3.17 presents the results of this analysis.

Table 3.17

Distribution of Students from the Western Sector of Cornwall, by Grade Level and by Program

Level/Year	1986-1987		1987-1988	
	Anglophones	Francophones	Anglophones	Francophones
JK (4 years)	1	6	2	4
SK (5 years)	3	3	0	10
1	1	12	10	5
2	4	11	1	13
3	5	10	5	13
4	9	11	5	11
5	4	6	7	11
6	6	7	2	6
7	11	11	15	7
8	10	8	13	8
Total	58	86	52	87

This initial demographic analysis of the western zone raises a number of questions. Where are the Francophone students enrolled? Are they equally distributed between the regular and adapted regular programs?

It is true that historically, the Francophone students of this zone have had the choice of enrolling in Jean XXIII school or Notre-Dame school, and that a certain number of them preferred to enrol in St-François-de-Sales school.

3.2.15.3 Projections

In order to make demographic projections for this zone, we have to postulate that in the years to come, the board's placement policy will be the same as it has been in the past and that the rate of enrolment will be maintained more or less at its current level. Nevertheless, we predict a slight rate of increase for this zone, as the projections in Table 3.18 show.

Table 3.18

Probable Enrolment: Cornwall West Demographic School Zone
English-language Core Program

Level/ Year	87-88	88-89	89-90	90-91	91-92	92-93	93-94
SK	18	18	18	18	18	18	18
1	27	19	19	19	19	19	19
2	12	27	20	20	20	20	20
3	17	13	30	22	22	22	22
4	10	15	12	18	20	20	20
5	16	9	14	12	26	19	19
6	11	17	10	15	13	28	20
sk-6	111	118	123	134	138	146	138
1-3	74	77	87	79	79	79	79
4-6	37	41	36	55	59	67	59

3.2.16 Downtown Cornwall

3.2.16.1 Description

The Downtown zone includes the Sacred Heart school in the Downtown ward and two schools, St. John Bosco and St. Paul's, that are located on the northern border of the Lower Town ward. The students from the Eamer's Corners ward also attend these schools. Sacred Heart offers the core program, while the two other schools offer the 50/50 immersion program. There are also three French-language elementary schools in the zone: Ste-Thérèse, St-Gabriel, and Notre-Dame. There are three public elementary schools, namely Eamer's Corners, Vincent Massey, and Sydney Street, and three secondary schools. One of the secondary schools, St. Joseph, is Catholic and two of them, Général-Vanier and Cornwall Collegiate and Vocational School, are public.

There are three Catholic parishes in this school zone: Blessed Sacrament, Christ-Roi, and St. John Bosco.

3.2.16.2 Demographic Data

Immersion programs are very popular in this school zone. Approximately 75% of students in junior and senior kindergarten enrol in the immersion program, and nearly 40% of them remain in it until Grade 6. A number of students also transfer from the core program to immersion in each year. Table 13.9 indicates the distribution of the zone's students between the two programs since 1980-1981.

Table 3.19

Percentage of Students in Downtown Cornwall,
by Grade Level and by Program, 1981-82/1986-87

Year Prog.	JK	SK	1	2	3	4	5	6
1981								
C	69	30	34	33	30	45	59	66
I	70	66	67	70	55	41	34	31
1982								
C	21	25	32	34	36	46	64	72
I	79	75	68	66	64	54	36	28
1983								
C	31	19	28	30	39	38	59	69
I	69	81	72	70	61	62	41	31
1984								
C	22	30	23	42	40	37	60	36
I	78	70	77	67	58	60	63	40
1985								
C	18	18	26	20	32	40	43	42
I	82	82	74	80	68	60	57	58
1986								
C	25	22	19	30	33	42	47	52
I	75	78	81	70	67	58	53	48

Tables 3.20 and 3.21 were produced from data contained in student records. They show how Catholic students from the Downtown and Eamer's Corners wards are distributed among the various programs offered by the board.

The reader will note that Francophones are somewhat more numerous in the Downtown municipal ward, and that there is a balance between the two groups in the Eamer's Corners ward.

Table 3.20

Distribution of Students from Downtown Cornwall,
by Grade Level and by Program

Grade level/Year	1986-1987		1987-88	
	Anglophones	Francophones	Anglophones	Francophones
JK (4 years)	59	57	43	64
SK (5 years)	46	52	45	61
1	55	67	59	54
2	52	72	56	67
3	44	58	61	67
4	49	61	46	56
5	49	70	48	56
6	47	72	47	65
7	50	60	55	63
8	46	50	45	58
Total	510	637	507	626

Table 3.21

Distribution of Students from the Eamer's Corners Ward,
by Grade Level and by Program

Grade Level/Year	1986-87		1987-88	
	Anglophones	Francophones	Anglophones	Francophones
JK (4 years)	13	14	11	14
SK (5 years)	19	12	15	18
1	13	12	13	21
2	13	13	12	13
3	13	13	15	15
4	17	9	16	12
5	16	10	9	17
6	10	19	7	18
7	18	31	18	13
8	10	20	21	17
Total	142	148	138	58

3.2.16.3 **Projections**

In the light of all this information, we believe that enrolment in the core programs will remain stable in the coming years, while enrolment in the immersion program should increase slightly before stabilizing around 1990. This is what Tables 3.22 and 3.23 indicate.

We interviewed five families whose children were enrolled in a public secondary school offering the immersion program. There were three Anglophone families and two mixed-language homes (Francophone/Anglophone). However, the language most frequently employed in the home and elsewhere was English for all families. The parents were for the most part natives of Cornwall or the region; a few of them came from other regions in Ontario (dates of arrival: 1957, 1964, 1967, and 1985). One of the families, which was native to Cornwall, had returned to the city in 1985 after living elsewhere in Ontario. Reasons given for the choice of school were as follows: proximity, tradition, program offered, and because the school was the only one available.

Table 3.22

Probable Enrolment. Demographic School Zone of Downtown Cornwall Core Program

Level/ Year	87-88	88-89	89-90	90-91	91-92	92-93	93-94
SK	24	27	25	21	23	24	24
1	27	26	29	27	23	25	26
2	18	27	26	29	27	23	25
3	36	23	35	34	38	35	29
4	27	37	24	36	34	38	36
5	44	33	44	28	42	41	46
6	49	49	37	49	32	48	46
sk-6	225	222	220	224	219	234	232
sk-1	51	53	54	48	46	49	50
2-3	54	50	61	63	65	58	54
4-6	120	119	105	113	108	127	120

Table 3.23

Probable Enrolment: Downtown Cornwall Demographic School Zone English-language 50/50 Immersion Program

Level/ Year	87-88	88-89	89-90	90-91	91-92	92-93	93-94
SK	76	86	81	67	72	76	76
1	89	78	88	83	69	74	78
2	76	87	76	86	81	67	72
3	58	69	79	69	78	73	61
4	50	53	63	72	63	71	67
5	50	48	51	60	69	60	68
6	45	44	43	45	53	61	53
sk-6	444	465	481	482	485	482	475
sk-1	165	164	169	150	141	150	154
2-3	134	156	155	155	159	140	133
4-6	145	145	157	177	185	192	188

3.2.17 Cornwall Lower Town

3.2.17.1 Description

This zone contains all the English-language Catholic elementary schools of the Lower Town and Cornwall East wards. These are St. Columban's East and St. Peter's, which offer the core program, and St. Columban's West and Immaculate Conception, which offer the 50/50 immersion program. In this part of the city, the immersion program is about as popular as it is in the Downtown zone at the junior kindergarten level. However, this program seems to retain about 5% more students up to Grade 6, or 45%, as Table 3.26 indicates.

In this zone, there are six French-language Catholic elementary schools: St-François-de-Sales, la Nativité, Jean XXIII, Marie- Tanguay, Sts-Martyrs-Canadiens, and Ste-Croix. The zone also contains five English-language public elementary schools: Central Public, Memorial Parks, Gladstone, East Front, and Sir John Johnson.

Table 3.24

Percentage of Students from Cornwall Lower Town, by Grade Level and by Program, 1981-82/1986-87

Year Prog.	JK	SK	1	2	3	4	5	6
1981								
C	45	61	64	54	63	73	75	75
I	55	39	36	46	37	27	25	25
1982								
C	53	40	63	57	54	66	76	75
I	47	60	37	43	46	34	24	25
1983								
C	35	46	46	62	59	55	67	75
I	65	54	54	38	41	45	33	25
1984								
C	31	38	49	44	62	58	62	65
I	69	62	51	56	38	42	38	35
1985								
C	36	36	38	49	46	63	62	64
I	64	64	62	51	54	37	38	36
1986								
C	38	36	48	36	56	56	66	67
I	62	64	52	64	44	44	64	34

3.2.17.2 Demographic Data

There are four English-language Catholic churches in this area of the city: Ste-Croix (before 1978), St. Peter's (since 1978), St-François-de-Sales, and St. Columban's. There seems to have been a slight increase in the number of baptisms in these parishes since

1980. Overall enrolment in the four schools has also increased slightly in the same period, with core program enrolment declining slightly and enrolment in the immersion program increasing. However, it seems that this enrolment pattern will stabilize and that the two programs will be able to maintain their respective enrolments or even increase them slightly in the years ahead.

Finally, in the Lower Town, information on the programs taken by students from different wards of the city is provided by Tables 3.27 and 3.28.

Table 3.25

Distribution of Students from Cornwall Lower Town
by Grade Level and by Program

Grade level/Year	1986-87		1987-88	
	Anglophones	Francophones	Anglophones	Francophones
JK (4 years)	63	41	57	24
SK (5 years)	67	34	70	42
1	53	48	71	30
2	65	31	62	41
3	45	32	63	27
4	40	36	43	29
5	45	35	41	36
6	51	33	45	30
7	54	32	47	34
8	48	30	55	29
Total	559	360	583	331

As these two tables indicate, Anglophones are more numerous in the municipal ward of Lower Town, where they account for nearly 60% of the enrolment in Catholic schools, while Francophones predominate in the eastern ward of the City of Cornwall, where they form somewhat more than 60% of the population.

3.2.17.3 **Projections**

Having examined all the demographic indicators, we predict a slight increase in enrolment in the core and 50/50 immersion programs. Tables 3.29 and 3.30 offer a simple projection of enrolments by student cohort and seem to be the best available indicator of future enrolments in the Cornwall Lower Town school zone.

Table 3.26

Distribution of Students from Cornwall East,
by Grade Level and by Program

Grade level/Year	1986-87		1987-88	
	Anglophones	Francophones	Anglophones	Francophones
JK (4 years)	31	12	47	93
SK (5 years)	37	99	73	110
1	53	108	64	93
2	20	97	68	104
3	29	96	54	103
4	42	105	53	89
5	46	115	61	98
6	41	14	63	115
7	64	99	61	114
8	80	114	66	95
Total	443	1090	653	1044

Table 3.27

Probable Enrolment: Demographic School Zone of Cornwall Lower Town
English-language Core Program

Level/ Year	87-88	88-89	89-90	90-91	91-92	92-93	93-94
SK	69	52	65	70	68	65	65
1	62	82	62	77	83	81	77
2	60	54	71	54	67	72	70
3	48	61	55	73	55	69	74
4	58	61	66	59	78	59	73
5	71	59	53	67	60	80	60
6	69	70	60	53	68	61	80
sk-6	436	429	432	453	479	487	499
1-3	170	197	188	204	205	222	221
4-6	197	180	179	179	106	200	213

Table 3.28

Probable Enrolment: Demographic School Zone of Cornwall Lower Town
50/50 Immersion Program

Level/ Year	87-88	88-89	89-90	90-91	91-92	92-93	93-94
SK	95	71	89	96	93	89	89
1	88	91	68	85	92	89	85
2	68	81	83	62	78	84	83
3	78	63	75	77	58	72	78
4	39	71	57	68	70	53	66
5	47	34	62	50	60	62	46
6	34	44	32	58	47	56	5
sk-6	449	455	466	496	498	505	504
sk-1	234	235	226	224	228	245	245
2-3	120	149	151	176	177	171	170

We conducted interviews in a public elementary school offering an immersion program. We interviewed two Francophone families, two families with a mixed Francophone/ Anglophone background, and an Anglophone family. The families often used French (especially two of the Francophone parents), but also used English in the home and elsewhere. Almost all the parents came from Cornwall, except for two from Quebec (who arrived in 1970 and 1976 and married a Cornwall spouse). Their choice of school was motivated by the program offered, by language (French or bilingual), by proximity, by the quality of education, and by tradition.

We also carried out interviews in the two separate elementary schools offering the immersion program. In one of the schools, we interviewed two Anglophone families, two families with a mixed Francophone/Anglophone background and a family where the parents spoke French and another language other than English. All parents were natives of Cornwall and almost always used English. Their choice of school was motivated by proximity, by the program offered, by religion, and by their personal ties with the school.

In the other school, we interviewed four families with a mixed Francophone/ Anglophone background and one Anglophone family. Three families came from the region. In one family, an English-speaking Torontonian had married a French-speaking woman from Cornwall (he arrived in 1975), and in the other a French-speaking Quebecer had married an English-speaking American woman (date of arrival: 1975). Choice of school was motivated by religion and by the program offered. One Francophone parent said his children did not speak French well enough to attend a French-language school.

3.2.18 Cornwall South

A decision was made to divide the territory of the City of Cornwall into two French-language demographic school zones. The zone of Cornwall South comprises the wards of Cornwall East, Lower Town, and Riverdale, while the zone of Cornwall North includes the wards of Downtown and Eamer's Corners.

The map in Figure 3.5 at the beginning of the chapter illustrates the two French-language urban demographic zones that contain the French-language schools of the city of Cornwall.

3.2.18.1 Description

This zone contains six schools: Ste-Croix, which offers the regular and adapted regular programs; Sts-Martyrs-Canadiens, formerly St. Joseph School, which offers the adapted regular program; la Nativité, which offers the adapted regular program; St-François-de-Sales, which offers the adapted regular program; Marie-Tanguay, which offers the regular program; and Jean XXIII, which also offers the regular program. Until 1985, Jean XXIII was an intermediate division school (containing Grade 7 and Grade 8), while the other schools offered primary and junior division programs. In 1985, Grade 7 students remained in the elementary schools closest to their place of residence and Grade 6 students living near Jean XXIII attended that school. This trend has continued since. There is also a French-language public secondary school, La Citadelle.

3.2.18.2 Demographic Data

Since 1970, the number of births per year in the zone's parishes, like the enrolment in its French-language schools, has declined by more than half. However, the rate of decrease is much lower since 1980, and is scarcely 5%. Everything indicates that enrolment will stabilize in the French-language programs.

Table 3.31 shows how the students in the southern school zone are distributed between the regular and adapted regular programs.

These data seem to reveal a constant, namely that between 45 and 50% of students opt for the adapted regular program in the primary division.

3.2.18.3 Projections

The various mathematical models used to perform simulations seem to indicate a trend towards stabilization of overall enrolment in French-language programs. More particularly, the linear regression and curvilinear models seem to indicate a slight decline in enrolment. The linear regression model seems to be the most probable and the results it produces are given in Table 3.32.

If present trends continue, students will be divided between the regular and adapted regular programs as they have been in the past. In other words, between 45 and 50% of students will take adapted regular programs.

Table 3.29

Distribution of Students from Junior Kindergarten to Grade 3
Regular and Adapted Regular Programs
Cornwall South School Zone

Year		JK	SK	Gr. 1	Gr. 2	Gr.3
1983	Total	182	175	207	180	205
	Adapted reg.	80/44%	81/46%	93/45%	66/37%	52/25%
	Regular	102/56%	94/54%	114/55%	14/63%	153/75%
1984	Total	200	185	176	199	188
	Adapted reg.	84/42%	81/44%	74/42%	81/41%	49/26%
	Regular	116/58%	104/56%	102/58%	118/59%	139/64%
1985	Total	180	229	174	175	188
	Adapted reg.	83/46%	96/42%	76/44%	72/41%	60/32%
	Regular	97/56%	133/58%	98/56%	103/59%	128/68%
1986	Total	180	177	218	176	175
	Adapted reg.	90/50%	86/49%	90/41%	8/44%	55/31%
	Regular	90/50%	91/51%	128/59%	98/56%	120/69%

Table 3.30

Probable Enrolment: Cornwall South Zone
Regular and Adapted Regular French-language Programs

Level/ Year	87-88	88-89	89-90	90-91	91-92	92-93	93-94
SK	130	162	151	142	136	144	144
1	177	130	162	151	142	136	144
2	218	177	130	162	151	142	136
3	176	218	177	130	162	151	142
4	175	176	218	177	130	162	151
5	193	175	176	218	177	130	162
6	186	193	175	176	218	177	130
7	194	186	193	175	175	218	177
8	178	194	186	193	175	176	218
sk-8	1627	1611	1568	1524	1467	1436	1404
1-3	571	525	469	443	455	429	422
4-6	554	544	569	571	525	469	443
7-8	372	380	379	368	351	394	395

We conducted interviews in three separate elementary schools of this zone. Two of the schools offered the adapted regular program, and one of them provided the regular program. In the regular program school, all the families were Francophone, some of them almost always using French in the home and elsewhere while others also used English quite frequently. Most of the parents were from Cornwall or the region; one

Quebecer arrived in 1969 and a couple from Quebec arrived in 1986. Choice of school was motivated by proximity, by language, and by religion. In one of the schools offering the adapted regular program, four families were Francophone and one family was of mixed Francophone/Anglophone background. As in the regular program school, some families rarely used English, while others used this language more frequently. Most of the parents were natives of Cornwall; only two came from elsewhere (in Ontario; we do not have their dates of arrival). Choice of school was motivated by proximity, by religion, and by language (bilingual or French). In the other school offering the adapted regular program, all the families were Francophone and all the parents except one were natives of Cornwall (the exception was a native of Sudbury). In the home as elsewhere, the families almost always used French or else used French and English together. Choice of school was motivated by lack of options, by proximity, by religion, and by language (French or bilingual program), although some parents would have preferred another school.

We also conducted three interviews with parents whose children were enrolled in the secondary school (regular program). Two of the families interviewed were Francophone and one was of mixed Francophone/Anglophone background. All the parents were from Cornwall or the region, except for one Quebecer who had arrived in 1983. Use of languages varied from "almost always French" to "sometimes French and sometimes English". Parents had selected the school because it was the only one available or because of its proximity.

3.2.19 The Cornwall North Zone

3.2.19.1 Description

This zone receives students from the municipal wards of Downtown and Eamer's Corners. It contains two schools offering the elementary and middle levels of study. Ste-Thérèse school accommodates students from junior kindergarten to Grade 5, while St-Gabriel takes students from junior kindergarten to Grade 6. A junior division school, Notre-Dame, accepts students from Grade 6 to Grade 8. Notre-Dame receives students from Ste-Thérèse and St-Gabriel, and also from Ste-Lucie school. Ste-Thérèse offers the regular and adapted regular programs, St-Gabriel provides the regular program, and Ste-Lucie (in the rural school zone of Cornwall-Osnabruck) offers the adapted regular program.

3.2.19.3 Demographic Data

Table 3.33 shows how the Francophone students of this school zone are distributed between the regular and adapted regular programs.

Table 3.31

Distribution of Students from Kindergarten to Grade 3
Regular and Adapted Regular Programs
Cornwall North School Zone

Year		JK	SK	Gr. 1	Gr. 2	Gr. 3
1984	Total	83	75	95	71	90
	Adapted reg.	27/33%	25/33%	37/39%	25/35%	27/30%
	Regular	56/67%	50/66%	58/61%	46/65%	63/70%
1985	Total	56	89	80	89	79
	Adapted reg.	19/34%	25/28%	27/34%	29/33%	26/33%
	Regular	37/66%	64/72%	53/66%	60/67%	52/67%
1986	Total	70	63	84	83	79
	Adapted reg.	25/36%	19/30%	20/24%	27/33%	20/25%
	Regular	45/64%	44/70%	64/76%	56/67%	59/75%

In this school zone of the city, total average enrolment in the three French-language schools has remained relatively constant over the last twenty years. The same constancy is observed in the number of baptisms recorded in the parishes of Ste-Thérèse and Christ-Roi. However, there is great variation from year to year, both in baptisms and in enrolments. The various mathematical models used all predict that the current average number of enrolments will be maintained in future. However, there may be fluctuations from year to year, as there have been in the past.

3.2.19.4 **Projections**

To take this variability into account, we simply decided to project absolute maintenance of enrolment from year to year and also to project the historical relationship between baptisms and enrolments. The projections thus obtained are presented in Table 3.34.

Table 3.32

Probable Enrolment: Cornwall South School Zone
Regular and Adapted Regular French-language Programs

Level/ Year	87-88	88-89	89-90	90-91	91-92	92-93	93-94
SK	112	116	90	71	76	93	93
1	63	112	116	90	71	76	93
2	84	63	112	116	90	71	76
3	84	84	63	112	116	90	71
4	79	83	84	63	112	116	90
5	69	79	83	84	63	112	116
6	86	69	79	83	84	63	112
7	89	66	69	79	83	84	63
8	109	89	86	69	79	83	84
sk-8	774	781	782	767	774	788	798
1-6	579	606	627	619	612	621	651
7-8	198	175	155	148	162	167	147

3.3 Summary and Synthesis of Observations

This lengthy analysis, which has enabled us to project enrolments for each of the nineteen demographic school zones of the Stormont, Dundas and Glengarry County Roman Catholic Separate School Board, may produce results that are often too detailed to be functional when the time comes to make an important political decision. For this reason, we decided to produce a summary of these results, grouping them according to the four major areas of the board, namely the English-language rural sector, the French-language rural sector, the English-language urban sector, and the French-language urban sector.

3.3.1 The English-language Rural Sector

In this section, we shall try to present a summary of changes in enrolment in core and 50/50 immersion programs, for the board's rural sector. Table 3.35 and 3.36 present general predictions for rural enrolments in each of these programs over the next seven years. Table 3.35 predicts that the current level of enrolment in the core program will remain more or less the same for the coming years. On the other hand, we believe that in the rural territory as a whole, immersion programs will attract approximately 20% more students in future. These results are summarized in Table 3.36.

Table 3.33

Probable Enrolment: English-language Rural Sector
Core Program

Level/ Year	87-88	88-89	89-90	90-91	91-92	92-93	93-94
SK	97	90	89	97	100	95	95
1	76	102	95	94	102	106	100
2	89	76	103	96	95	103	106
3	102	90	77	104	97	96	104
4	97	104	91	79	106	99	98
5	96	102	109	96	83	111	103
6	101	97	102	110	96	83	112
7	139	117	112	118	127	111	96
8	101	136	115	110	116	125	109
sk-8	898	914	893	904	922	929	923
1-3	267	268	275	294	294	305	310
4-6	294	303	302	285	285	298	313
7-8	240	253	227	228	243	236	205

Table 3.34

Probable Enrolment: English-language Rural Sector
50/50 Immersion Program

Level/ Year	87-88	88-89	89-90	90-91	91-92	92-93	93-94
SK	73	67	67	72	75	71	71
1	74	77	71	71	76	79	75
2	82	76	79	73	73	78	75
3	57	85	78	82	75	75	81
4	60	57	85	78	82	75	75
5	65	58	55	82	76	79	73
6	32	61	55	52	77	72	75
7	28	22	42	38	35	53	49
8	25	28	21	41	37	35	52
sk-8	496	531	553	589	606	617	632
1-3	213	238	228	226	224	232	237
4-6	157	176	195	212	235	226	223
7-8	53	50	63	79	72	88	101

3.3.2 The French-language Rural Sector

In this section, we simply project the most probable total enrolments for the whole French-language rural sector. Table 3.37 indicates probable enrolment for the regular and adapted regular programs that are offered in the rural sector.

Generally speaking, the French-language rural sector should experience a slight decline in population from now until 1993-1994.

Table 3.35

Probable Enrolment: French-language Rural Sector
Regular and Adapted Regular French-language Programs

Level/ Year	87-88	88-89	89-90	90-91	91-92	92-93	93-94
SK	191	154	159	192	181	175	175
1	166	190	153	158	191	180	174
2	195	165	189	152	157	190	179
3	185	192	163	186	150	155	187
4	123	180	186	158	180	145	150
5	208	122	178	185	156	179	144
6	177	202	118	173	179	151	173
7	133	153	174	102	149	155	131
8	146	128	147	167	98	143	149
sk-8	1524	1486	1467	1473	1441	1473	1462
1-3	546	547	505	496	498	525	540
4-6	504	504	482	516	515	475	467
7-8	279	281	321	269	247	298	280

3.3.3 The English-language Urban Sector

In this section, we shall first provide a summary of our observations concerning the primary and junior divisions (junior kindergarten to Grade 6) and then try to make a valid projection at this level, since all students, whether they come from the Cornwall West, Cornwall Downtown, or Cornwall Lower Town school zone, then move to the intermediate school, Bishop Macdonnell.

Table 3.38 gives the overall predictions for core program enrolment in the urban sector of the school board.

Table 3.36

Probable Enrolment: English-language Urban Sector
Core Program

Level/ Year	87-88	88-89	89-90	90-91	91-92	92-93	93-94
SK	92	82	90	89	90	89	89
1	89	106	95	104	103	104	103
2	79	81	96	86	94	93	94
3	82	86	88	105	94	103	102
4	85	86	91	93	111	99	108
5	113	91	93	97	99	119	106
6	118	118	95	97	102	104	124
sk-6	658	650	648	671	693	711	726
1-3	250	273	279	265	291	300	299
4-6	316	295	279	287	312	322	338

Table 3.37 indicates a slight increase in enrolment in the 50/50 immersion program.

Table 3.37

Probable Enrolment: English-language Urban Sector
50/50 Immersion Program

Level/ Year	87-88	88-89	89-90	90-91	91-92	92-93	93-94
SK	190	169	187	184	186	183	183
1	201	188	168	185	182	184	181
2	155	191	177	158	175	172	174
3	150	142	176	164	146	161	158
4	100	137	130	160	149	133	147
5	115	93	129	122	151	140	125
6	92	111	90	124	117	144	135
sk-6	1004	1031	1057	1097	1106	1117	1103
1-3	507	521	521	507	503	517	513
4-6	307	341	349	406	417	417	407

As part of our synthesis of results, we have also projected enrolments for the junior division (Grade 4, Grade 5, and Grade 6) and for the intermediate division (Grade 7 and Grade 8). These data are applicable to the entire English-language urban sector, since at this level, all of Cornwall's Anglophone students are enrolled in Bishop Macdonnell School.

Table 3.38

Probable Enrolment: English-language Urban Sector
50/50 Immersion Program

Level/ Year	87-88	88-89	89-90	90-91	91-92	92-93	93-94
7-8	425	436	445	452	458	462	465

3.3.4 The French-language Urban Sector

The distinction between the regular and adapted regular French-language programs is not as marked as the difference between the English-language core and immersion programs. As we have explained above, students move from the adapted regular to the regular French-language program when they are ready. In summarizing probable changes of enrolment for these programs, we are therefore proposing just one table.

Our overall projection is that there will be a slight decrease in enrolment in the French-language programs offered in the urban sector of the Stormont, Dundas and Glengarry County Roman Catholic Separate School Board.

Table 3.39

Probable Enrolment: French-language Urban Sector

Level/ Year	87-88	88-89	89-90	90-91	91-92	92-93	93-94
SK	229	264	232	206	205	227	227
1	240	229	264	232	206	205	227
2	302	240	229	264	232	206	205
3	259	302	240	229	264	232	206
4	254	259	302	240	229	264	232
5	262	254	259	302	240	229	264
6	272	262	254	259	302	240	229
7	283	272	262	254	259	302	240
8	287	283	272	262	254	259	302
sk-8	2388	2365	2314	2248	2191	2164	2132
1-3	801	771	733	725	702	643	638
4-6	788	775	815	801	771	733	725
7-8	570	555	534	516	513	561	542

3.4 Summary

Our results suggest, in sum, that in the next few years, school enrolments will be fairly stable in the Stormont, Dundas and Glengarry County Roman Catholic Separate School Board. It seems that family planning has had some effect on the situation, and that the new programs of study have proved to be as attractive as they should have been. In this board as in most of Ontario's school boards, a sudden decline or increase in school enrolment is not anticipated unless unforeseen events arise.

We should like, however, to note certain trends that emerge from the interviews. In the first place, we found that the highest rate of immigration occurred in the 50/50 and core program clienteles of the rural regions. This includes families that arrived after the 1981 census. However, it should also be noted that the interviews cannot provide us with exact figures on immigration and our observation should therefore be compared with quantitative data for the whole population. Nevertheless, we think that this is an interesting fact, which could be examined in more depth.

In the second place, the distribution of families with various linguistic backgrounds (Francophone, Anglophone, speaking a language other than English or French, mixed) by type of program and by region is noteworthy. The proportion of mixed marriages is highest in the clientele of 50/50 immersion programs at Cornwall and in the clientele of the adapted regular French-language program at Lancaster. On the other hand, the clientele for regular French-language programs in Cornwall and in the rural regions and the clientele for adapted regular programs in Cornwall are more solidly Francophone. The extent to which French is used in the home and elsewhere is only slightly greater in the clientele for regular programs. In the rural regions, the clientele for immersion and core programs is primarily Anglophone. In the existing mixed marriages, the language employed is usually English. The few people identified as speaking a language other than English or French are clients of immersion and core programs in a rural region or of a regular French-language program, also in a rural area. Finally, we should note the presence of two Francophone families in public school immersion programs, one in Cornwall and the other in a rural area. Apart from

these families, there is very little population transfer from one system to another. In other words, there are very few Francophones in the English-language system (core or 50/50 immersion programs), and very few Anglophones or speakers of other languages in the French-language system (regular or adapted regular programs) EXCEPT in the case of mixed marriages.

Thirdly, we should again draw attention to the phenomenon of linguistic transfer towards English among Francophones, whether they are enrolled in regular French-language programs or in adapted regular programs.

Finally, some aspects of the explicit reasons given by parents to explain their choice of school or program are interesting. In the first place, religion plays a central role for Catholics. Apart from this factor, most parents stated that they had in fact very little choice. Parents whose children are enrolled in the 50/50 immersion and adapted regular programs do however mention the importance of bilingualism, while those whose children are enrolled in the regular French-language program place more emphasis on the importance of French.

Data on the level of formal schooling attained by parents indicates that most Cornwall parents have at least completed Grade 12. In one school offering the regular French-language program, a substantial proportion of parents had even undertaken or completed college or university studies. On the other hand, in one school offering the adapted regular French-language program, the formal education of the parents had ended between Grade 8 and Grade 11. In the case of schools in rural regions offering the 50/50 immersion, regular French-language, or adapted regular program, the level of the parents' formal education varies greatly within each school. Parents from these schools indicated that their formal schooling had ended at different levels, from Grade 8 to the end of university undergraduate studies (however, most parents had at least completed Grade 10). In contrast, most parents of children in the core program had completed Grade 12, and in one school in particular, many parents had undertaken or completed college or university studies. In order to arrive at a proper understanding of the meaning of this information, we would have had to conduct a survey among the schools offering the core program in Cornwall. Nevertheless, we may offer the hypothesis that the French language is more highly valued by better-educated families (Francophone, Anglophone or of mixed linguistic background) in Cornwall than in the countryside (especially where Anglophones are concerned). We may also wonder whether there is a relationship between level of formal education, the proportion of mixed marriages, and choice of school.

From the interviews conducted, the following general picture emerges. The clientele of rural schools is experiencing greater demographic changes than the clientele of the schools in Cornwall itself. This is especially true of English-language schools in rural regions (offering immersion or core programs). Linguistic transfer and mixed marriages may influence the choice of programs, but this impact seems to manifest itself in different ways depending upon the local context. Finally, religion and language are the most important factors in determining what program parents choose for their children. However, the exact nature of aspirations in these two areas will vary according to the social standing and characteristics of the parents.

As we have noted earlier in this report, we decided to employ the method of structured interviews to collect the information required to carry out our qualitative analysis of social and economic factors. We interviewed ten employers and ten representatives of the public sector, our aim being to meet the key individuals and major players in the region's public and private sectors. Given the limitations of this study and the abundance of documents that have already been produced on the economic development of this region, we were not able to carry out a detailed analysis

or even provide a technical summary of the region's economic development. The aim of this part of our qualitative study was rather to meet the key people in the region, who could provide us with an overview of the area's businesses and services.

We met key people representing a number of public service sectors. They worked in the region of Cornwall and of Stormont, Dundas and Glengarry County in the following public services: the economic development department of the City of Cornwall; the Chamber of Commerce of the City of Cornwall; the Canada Employment Centre; the student placement centre; the department of economic development of St. Lawrence College; the family counselling centre of Cornwall and the united counties; the Children's Aid Society of Stormont, Dundas and Glengarry; the Eastern Ontario regional health council; the boards of directors of service clubs; and the social services department of the City of Cornwall.

With a few exceptions, the vast majority of people we met and interviewed on the subject of economic development in the region of Stormont, Dundas and Glengarry told us that the economic development projections were positive. In short, they declared that the City of Cornwall and environs were extremely attractive to many businesses because of the city's location: close to Montreal, Ottawa, and Toronto, next to the St. Lawrence Seaway and adjacent to the United States. It goes without saying that for some businesses, the bilingual nature of Cornwall was a definite advantage.

As far as our qualitative analysis is concerned, the bilingual character of the region and the problems associated with this bilingualism produced the most significant and interesting comments. On the subject of recreation, we were informed that there were almost no French-language recreational activities in the region, that there was no French cultural centre, that there were very few French-language sports activities, and that there were no entirely Francophone social clubs, despite the high percentage (34% of Cornwall's population) of Francophones living in the area. Furthermore, almost all the employees of the various recreational departments are Anglophones. The director of one of these services explained the problem as follows: "The population is 35 to 40% Francophone, yet only 10% of services are offered in French."

Francophones are apparently just as few in number on the boards of directors of these recreational services. It would seem that Francophones have always had very little representation at this level. The various people we spoke to suggested that this problem was not due to a conflict between the two language groups, but rather to the fact that it was hard to find Francophones to act as resource people in the different services. Most of the people we met, regardless of the language group to which they belonged, referred to this lack of competent Francophone resource people. One manager of a department that serves the 100,000 people in the county informed us that when hiring new employees at a professional level, he regularly had to go and look for candidates in Quebec. A number of employers and managers of certain public services told us that they had trouble finding competent Francophone candidates in Ontario. This problem is even more serious in the case of positions that require college or university training. It goes without saying that the lack of French-language recreational services may have a direct effect on the migratory movement of some Francophones who might decide to look for a job in this region. The lack of resource persons and Francophones with college or university training may certainly explain, in part, the inadequacies in the services offered to Francophones and in employment opportunities for them. To give one example, it is difficult to hire a graduate in social work with university training when there is no complete French-language program in this field in Ontario, except at Laurentian University in Sudbury. There are a number of social work programs offered elsewhere in Ontario, but they are only offered in English.

Without exception, the people we met expressed general satisfaction with existing services in the school system with which they were familiar. However, we once again encountered the comment that the quality of oral and written French of graduates of the French-language schools left much to be desired. On the other hand, people thought that the preschool services offered to Francophones by the school boards were very satisfactory. The comments expressed in regard to these services concerned the quality of services offered to Francophones rather than the quantity of these services.

CHAPTER IV

CONCLUSION

By way of conclusion, let us first reconsider the usefulness of the method we adopted, and then offer some suggestions that might assist the work of school boards seeking to establish such a system of data collection and demographic analysis.

Observations on Methodology

Our approach to school demography, which employs both quantitative and qualitative methods, is more flexible than the traditional approaches, which usually involve nothing more than simple enrolment projections. The various projection techniques we have used, and the various scenarios we have proposed, may meet the multiple needs of school boards that already possess different types of data and often encounter quite different planning problems. Our approach makes it possible to consider the multiplicity of clienteles served and the particular needs of various groups, regardless of their language, religion, or place of residence. Through the use of qualitative techniques, this method enables school boards to validate and qualify quantitative data by examining explanatory and contextual factors in greater or lesser detail. One can also target regions or zones of various sizes. The questionnaires offered here by way of example may provide a basis for school boards, which can use them as they are or adapt them to the specific characteristics of their town or region. This methodology will no doubt come to play an increasingly important role in a province where the needs and aspirations of various ethnic groups are to be respected.

During the course of this project, we observed that postal codes can play an important role in identifying the place of residence of students and we also noted the availability of computer files where these codes are often stored. It would therefore seem to be important that school boards wishing to use this methodology plan to include the relevant data in their computer files. In order to simplify the task of school boards that wish to use these methods, we suggest the following procedures:

1. Include the student's postal code in any student record. This will make it easier to track movements of population, especially student transfers from one zone to another. This procedure is all the more important in school boards that offer several programs.

2. Include the program in which the student is enrolled. In the case of the board under study, we were unable to make a distinction between regular and adapted regular French- language programs or between core and immersion programs, unless we considered the school in which the student was enrolled.

3. Include in the student record other information that may have an effect upon school planning, such as the first language of children and of their parents or guardians, type of school and school location in the case of transfers. It must be ensured that this kind of information does not violate legal or ethical principles.

4. See to it that the boundaries or territorial zones established by the municipalities, by the Canada census, and by Canada Post Corporation correspond and are co-ordinated. It would seem that throughout Canada at the present time, various agencies divide up the territory as they see fit, with the result that their data are rarely compatible. Problems such as those concerning the distribution of schools among various groups (ethnic, religious, etc.) within a given territory would be less onerous to the extent that the information needed to answer research questions was more readily available. Such a co-ordination of zones would likewise simplify the study of the relationship between the characteristics of a school zone's overall population and the school population.

In sum, it would perhaps be appropriate that the Ministry of Education make certain recommendations to school boards concerning the kind of data they should collect in student records, in order to facilitate demographic analyses.

Our study has also revealed that when one studies enrolment changes in demographic school zones as small as the one that we investigated, the margin of error in statistical projections developed on the basis of such a small amount of data must be validated and qualified through qualitative analysis. It thus becomes important not only to establish trends but also to understand the needs and the religious, cultural, and educational motives of the clients of a local school system.

Specific Observations Concerning the Stormont, Dundas and Glengarry County Roman Catholic Separate School Board

The aim of this study was not to make recommendations to the Stormont, Dundas and Glengarry County Roman Catholic Separate School Board concerning the placement of students or the assignment of schools to the various programs offered. The study simply sought to provide the school trustees with the data they need to make decisions on these matters. For this reason, the following observations are very general in nature.

The major finding of this study would certainly seem to be that in Stormont, Dundas and Glengarry County, as in most other parts of Ontario, the period of substantial decreases in school enrolment has come to an end. In almost all programs and school zones of the board, the growth pattern of school enrolments seems to have stabilized. In every zone, one sees either no growth or moderate growth.

The same observation may be applied to the popularity of the various programs offered. After an initial period of modest or even spectacular success, the immersion and adapted regular programs now attract a relatively constant proportion of the population.

There are few cases of linguistic transfer, as our qualitative studies have shown.

Finally, if there is one area where the board would do well to examine its student placement policy, it would be within the schools of the City of Cornwall. In addition to demographic considerations, the assignment of schools to various programs must take historical and social considerations into account. In the areas of Riverdale, Lower Town, and Cornwall East, however, the distribution of schools among the various programs poses certain questions that do not fall within the scope of this study.

Bibliography

ACFO. *Les francophones tels qu'il sont* (Francophones as they are). Ottawa, ACFO[3], 1985.

Atkinson, T.H., S. Sussman and H. Monk. *Alternative Futures for Ontario Schools and Some Implications for Performance Appraisal Systems.* Toronto, Ministry of Education, 1986.

Beaudette, Percy and Bernard Warner. *Proposals from English Section on Programs for French as a Second Language.* Cornwall, Ontario, Stormont, Dundas and Glengarry County Roman Catholic Separate School Board, 1978.

_____. *Proposed French Immersion Programs for English Schools.* Cornwall, Ontario, Stormont, Dundas and Glengarry County Roman Catholic Separate School Board, 1978.

Churchill, S., N. Frenette and S Quazi. *Services et besoins éducatifs des Franco-Ontariens* (Educational services and needs of Franco-Ontarians). Toronto, Council for Franco-Ontarian Education, 1985.

Compusearch Market and Social Research Limited. *Tradarea.* Cornwall, Ontario, October 21, 1985.

Cornwall, Planning Department. *Cornwall Data Book 1986.* Cornwall, Ontario, 1986.

_____, Department of Economic Development. *Community Profile: 1986, 1987.* Cornwall, Ontario, November, 1986.

_____, *Official Plan.* Cornwall, Ontario, 1985.

Corrigan, P., and S. Shamai. *Ethnic Demographic Projections and their Implication on Educational Policies in Canada. A report submitted to the Demographic Development Study*, Department of Health and Welfare, Government of Canada, 1986.

Diocese of Alexandria, Cornwall, *Annuaire* (Directory). Cornwall, Ontario, 1987.

Eastern Ontario Regional Health Council. *Une étude sur les besoins en matière de lits de soins de longue durée : Rapport final* (A study of needs for long-term care beds. Final report). Cornwall, Ontario, Peat Marwick and Partners, October, 1986.

_____, *Examen des besoins en services de santé mentale et de traitement de l'abus de certaines substances* (Examination of needs for mental health services and for the treatment of the abuse of certain substances). Cornwall, Ontario, 1986, Doherty Social Planning Consultants Ltd.

Hanson, Shirley M.H. and Michael J. Sporakowski. "Single Parent Families". *Family Relations*, 1986, 35, 3-8.

Harrison, Brian R. and Réjean Lachapelle. "Language Maintenance and Language Shift in Canada". *Migration Today*, Vol. XIII, No. 4.

---

[3] Translator's note: French-Canadian Association of Ontario.

Lawton, Steven B. "French-Language Programs in Anglophone Elementary Schools". *Education Canada*, Vol. 21, No. 21, pp. 31-34, 1981.

Morin, C. and F. Morin. *Stormont, Dundas and Glengarry, 1954-1978.* Belleville, Ontario, Miko Publishing Co., 1982.

Ontario. *Statutes of Ontario.* 1986, c. 21 (Bill 30).

Ontario. *Statutes of Ontario.* 1986, c. 29 (Bill 75).

Ontario. Ministry of Education. *Ontario Schools: Intermediate and Senior Divisions (OSIS), 1984.* Ontario, the ministry, 1984.

Ontario. Ministry of Treasury and Economics. *Demographic Bulletin.* Ontario, the ministry, June, 1987.

_____, *Ontario Statistics 1986.* Ontario, the Ministry.

Romaniuc, A. *Current Demographic Analysis.* Ottawa, Supply and and Services Canada, 1984.

Stormont, Dundas and Glengarry County Board of Education. Council for French-language instruction. Minutes, correspondence, lectures, reports, etc. Cornwall, Ontario, 1975-1988.

Stormont, Dundas and Glengarry County Roman Catholic Separate School Board. *French-Language Schools, a report.* Cornwall Ontario 1978.

Stormont, Dundas and Glengarry County Roman Catholic School Board. *Description des programmes offerts aux écoles de langue française et de langue anglaise* (Description of programs offered in French-language and English-language schools). Cornwall, Ontario, 1978.

_____, *Politique du conseil pour ses écoles de langue française* (Board policy for its French-language schools). Cornwall, Ontario, 1978.

_____, *Réorganisation des écoles 1980-1985* (Reorganization of the schools, 1980-1985). Cornwall, Ontario, 1986.

_____, *Réunion spéciale des conseillers scolaires, le mercredi 10 avril 1981* (Special meeting of school trustees, Wednesday, April 10, 1981). Ministry of Education, Ontario, 1981.

Stormont, Dundas and Glengarry County Board of Education, *Statistiques sur l'éducation 1986-1987* (Statistics on education, 1986-1987). Cornwall, Ontario 1987.

Villeneuve, Rudolph. *Éducation catholique à Cornwall, Ontario* (Catholic education in Cornwall, Ontario). Cornwall, Ontario, Stormont, Dundas and Glengarry County Roman Catholic Separate School Board, 1971.

Walzer, Arthur E. "Logic and Rhetoric in Malthus's Essay on the Principle of Population", 1978. *The Quarterly Journal of Speech*, Vol. 13, No. 1, February, 1987.

Warner, Bernard and George Cuerrier. *Report on Senior Schools - June 1976.* Cornwall, Ontario, Stormont, Dundas and Glengarry County Roman Separate School Board, 1976.

Watson, C and S. Quazi. *Ontario Elementary Schools and Enrolment Projections for Northern Board of Education by Grades.* Toronto, Government of Ontario Publications Services, 1980.

APPENDICES

QUESTIONNAIRE

BUT: Analyse qualitative

MÉTHODOLOGIE: Entrevue structurée

SECTEUR: Planification économique et sociale

SUJETS: Agents, intervenants, personnes d'affaires

NOTE: Vous trouvez ci-dessous une série de questions qui permettront de compléter des entrevues auprès d'agents ou d'intervenants de planification économique et sociale. Les données recueillies à partir de ces questions peuvent contribuer à l'analyse qualitative de ces secteurs d'activité et leurs liens possibles avec le domaine scolaire. Les questions suggérées doivent servir de guide à l'enquêteur et l'interviewer. Le choix des questions et les données correspondantes que l'on désire recueillir dépendra nécessairement des agents, des intervenants ou des personnes d'affaires rencontrées.

1. IDENTIFICATION

1.1 Nom de la compagnie ou du service:

_____

_____

1.2 Titre / poste / profession: (Agents, Intervenants, Personnes d'affaires)

_____

_____

1.3 Type d'entreprise / service:

_____

_____

1.4 Buts / objectifs:

1.5 Clientèle cible:

2. QUESTIONS FINANCIÈRES

2.1 Grosseur de l'entreprise / service:

2.2 Nombre de localités:
(desservent toute la région ou seulement la ville?)

2.3 Est-ce une entreprise à buts lucratifs ou non lucratifs?

2.4 Est-ce que le chiffre d'affaires est d'ordre public?

3. RESSOURCES HUMAINES

3.1 Nombre d'employés:

3.2 Âge moyen des employés:

3.3 Employés à terme ou permanents?

3.4 Roulement du personnel (emplois saisonniers):

3.5 Embauchez-vous des jeunes employés?

3.6 À quel temps de l'année embauchez-vous vos employés?

3.7 Des antécédants scolaires sont-ils exigés? (diplôme du secondaire, collégial, universitaire)

4. PROJECTIONS ET OBJECTIFS

4.1 Avez-vous établi des projections au sujet de l'expansion de votre entreprise / service?

- pour répondre à des besoins grandissants
- pour créer des besoins

4.2 Existe-t-il un document public au sujet des projections, lieu et temps?

4.3 Est-ce que les autorités municipales, provinciales ou fédérales jouent ou pourront jouer un rôle pour faciliter cette expansion?

4.4 Quelle sorte d'entourage faciliterait l'expansion? (quartier idéal)

4.5 Quels facteurs vous empêcheraient d'atteindre vos objectifs?

4.6 Prévoyez-vous au contraire une diminution de votre chiffre d'affaires? (mises à pied)

4.7 Dépendez-vous d'une clientèle familiale?

4.8 Est-ce que vous voyez un lien plus ou moins étroit entre votre entreprise / service et le domaine scolaire?

- éducation coopérative
- projets conjoints [écoles, employeurs]

QUESTIONNAIRE

OBJECTIVE: Qualitative analysis

METHOD: Structured interviews

AREA OF WORK: Social and economic planning

SUBJECTS: Agents, Employers, Business people

NOTE: Following, you will find a series of questions useful in completing interviews with economic and social planning agents. The data collected from these questions can contribute to a qualitative analysis of these areas of activity and show the possible link with a school system. The proposed questions should serve as a guide for the interviewer. The choice of questions will necessarily depend on the agents, employers, and business people interviewed.

1. IDENTIFICATION

1.1 Name of Company or Service:

_____

_____

1.2 Job title, profession: (Agent, Businessman)

_____

_____

1.3 Type of service / company:

_____

_____

1.4 **Company / service objectives:**

1.5 **Type of client / customers:**

2. FINANCIAL SITUATION

2.1 **Size of firm / company / service:**

2.2 **How many districts served:**
(whole region or just the city?)

2.3 **Is it a profit or non-profit-making association/entreprise?**

2.4 Is a financial statement publicly available?

3. **HUMAN RESOURCES**

3.1 How many employees?

3.2 Average age of employees:

3.3 Short term or long term employment (permanent)?

3.4 Seasonal employment? (turnover)

3.5 Do you hire young employees?

3.6 What time of the year do you hire most of your employees?

3.7 What level of education do you require in general of your new employees? (secondary school, college or university diploma)

4. PROJECTIONS AND OBJECTIVES

4.1 Have you established any projections for the expansion of the entreprise / service?

- to comply with a growing demand
- to create the needs

4.2 Is there a public document concerning the projections, where and when they will occur?

4.3 Do the municipal, provincial, or federal authorities play or could they play an important role in influencing these projections?

4.4 What type of milieu would enhance the expansion of this service/company? (ideal area)

4.5 What factors would enable you to pursue your objectives?

4.6 Do you foresee a reduction of your services / business? (lay-offs, etc.)

4.7 Is your entreprise / service family dependent or oriented?

4.8 Do you see any direct links between your business and the school system?

- cooperative education
- joint projects (school, employers)

Ayant pris connaissance des objectifs du projet "La démographie et les inscriptions scolaires : une étude de cas", j'accepte de participer à une entrevue avec un membre du Centre de recherche en éducation franco-ontarienne (CREFO) de l'Institut d'études pédagogiques de l'Ontario (IEPO/OISE).

Je comprend que les données seront confidentielles, que le projet conservera l'anonymat des interviewés et que je peux me retirer du projet en tout temps.

Signature :

Date :

QUESTIONNAIRE

1. Composition du foyer:

père:

mère

enfant(s)

autre(s)

2. Lieux de naissance:

père:

mère:

enfant(s):

autre(s)

3. Lieux de résidence actuels:

père:

mère:

enfant(s):

autre(s):

4. Lieux de résidence précédents et nombre d'années de résidence:

	Lieu	Nombre d'années
père:		
mère:		
enfants:		
autre(s):		

5. Date d'arrivée dans cette localité

père:

mère:

enfant(s):

autre(s):

6. Dans cette localité avez-vous?: (langue utilisée avec ces personnes):

- des collègues
- des amis
- de la parenté

Si non, où?:

7. Comment/Pourquoi avez-vous choisi ce lieu de résidence?

8. Pensez-vous demeurer dans cette localité?

Sinon, où irez-vous?

9. Les langues apprises, où et comment ont-elles été apprises?

père:

mère:

enfant(s):

autre(s):

10. Y a-t-il des membres de la famille qui ne comprennent plus une ou plusieurs des langues apprises?

père:

mère:

enfant(s):

autre(s):

11. Qui la/les comprend mais ne la/les emploie plus?

père:

mère:

enfant(s):

autre(s):

12. Les langues employées dans ces différentes situations:

	père	mère	enfant(s)	autres
- foyer				
- famille (élargie)				
- communauté				
- sports et loisirs				
- religion				
- éducation				
- travail				
- quartier				
- amis				

13. Religion

père:

mère:

enfant(s):

autre(s):

14. Occupation:

père:

mère:

enfant(s):

autre(s):

15. Comment avez-vous choisi votre occupation?

père:

mère:

enfant(s):

autre(s):

16. Niveau de scolarité:

père:

mère:

enfant(s):

autre(s):

17. Quels types d'école les membres de la famille ont-ils fréquentés ou fréquentent-ils encore, et où?

	Lieu	Confessionnel (hors Ontario)	Public	Séparé	privé
père					
élémentaire:					
secondaire:					
post-secondaire:					
mère					
élémentaire:					
secondaire:					
post-secondaire:					
enfant(s)					
élémentaire:					
secondaire:					
post-secondaire:					
autre(s)					
élémentaire:					
secondaire:					
post-secondaire:					

18. Dans quelles années vos enfants sont-ils inscrits actuellement?

19. Comment avez-vous connu l'existence de cette école?

20. Pourquoi avez-vous inscrit votre enfant dans cette école? (langue, religion)

21. Quelles sont vos attentes en matière d'éducation? (langue, religion)

22. Est-ce que vos attentes ont été réalisées, si oui de quelle manière?

    Si non, pourquoi?

23. Est-ce important que votre enfant fréquente cette école?

    Pourquoi?

24. Votre enfant restera-t-il à la même école jusqu'en 8e, 13e?

    Sinon, où ira-t-il/elle?

25. Après avoir fini ce cycle, où ira-t-il/elle?

26. Etes-vous membre ou participez-vous aux activités d'associations?

Si oui, lesquelles et où sont-elles situées?

	Nom	Lieu
père:		
mère:		
enfant(s):		
autre(s):		

27. Pourquoi avez-vous décidé de devenir membre de ces associations? (organisme, club, etc...)

père:

mère:

enfant(s):

autre(s):

28. Comment avez-vous connu l'existence de ces associations?

père:

mère:

enfant(s):

autre(s):

29. Si vous aviez épousé un-e francophone pensez-vous que cela aurait changé le type d'éducation de vos enfants (type d'école, langue d'enseignement, religion, etc...)?

30. Si vous aviez épousé un-e catholique/non catholique, pensez-vous que cela aurait changé le type d'éducation de vos enfants?

Having been informed of the goals of the project "Demography and enrolment in schools", I agree to participate in an interview with a member of the Center for Franco-Ontarian Studies of OISE. I understand that the data will be confidential, that the project will guarantee the anonymity of the persons interviewed, and that I may withdraw from the project at any time.

Signature :

Date :

QUESTIONNAIRE

1. Composition of household:

father:

mother:

children:

others:

2. Place of birth:

father:

mother:

children:

others:

3. Current place of residence:

father:

mother:

children:

others:

4. Previous places of residence and years of residence:

	Place	Years
father:		
mother:		
children:		
others:		

5. Date of arrival in this community

father:

mother:

children:

others:

6. In this community/area do you have any?: (language used with them)

- colleagues
- friends
-family

If not, where?

7. How/why did you decide to live in this community?

8. Do you think you'll stay in this community?

If not, where will/would you go?

9. Languages learned: where and how did family members learn them?

father:

mother:

children:

others:

10. Do any family members no longer understand any of the languages they once learned?

father:

mother:

children:

others:

11. Language(s) still understood but not used

father:

mother:

children:

others:

14. Occupation

father:

mother:

children:

others:

15. How did you choose your occupation?

father:

mother:

children:

others:

16. Education

father:

mother:

children:

others:

17. What kinds of schools have family members been enrolled in or are still enrolled in?

	place	confessional outside Ontario	public	separate	private
father					
elementary					
secondary					
post-secondary					
mother					
elementary					
secondary					
post-secondary					
children					
elementary					
secondary					
post-secondary					
others					
elementary					
secondary					
post-secondary					

18. In what grades are your children currently enrolled?

19. How did you first find out about this school?

20. Why did you enroll your children in this school? (language, religion, etc...)

21. What kind of expectations do you have about education in general? (language, religion, etc...)

22. Are your expectations being (and have they in the past been) met?

If yes, how?

If not, why?

23. Is it important to you that your children be enrolled in this particular school?

Why?

24. Is it likely that your children will stay in the same school through Grade 8/Grade 13?

If not, where will they go?

25. After grade 8/13, where will they go?

26. Are you a member of, or do you participate in the activities of any associations, clubs, etc...?

If yes, which ones and where are they located?

	Names	Places
father:		
mother:		
children:		
others:		

27. How did you decide to join the different clubs, organization, etc.. to which you belong?

father:

mother:

children:

others:

28. How did you find out about these organizations?

father:

mother:

children:

others:

29. If you had not married a francophone do you think that it would have changed the type of education you chose for your children (school, language used at school, religion etc...?)

30. If you had married a Catholic/non Catholic do you think that it would have changed the type of education you chose for your children?